DOCUMENT RESUME

ED 052 371 **VT 013 566**

TITLE	Industrial Manpower Center, The First Year; Report on an Experimental and Demonstration Program.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
NOTE	141p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Culturally Disadvantaged, *Demonstration Programs, Disadvantaged Groups, Educationally Disadvantaged, *Employment Programs, *Experimental Programs, Job Placement, Job Training, *Manpower Development, Manpower Utilization, *Program Descriptions, Program Evaluation, Tables (Data)

ABSTRACT

This is a report on the first year's operation of a major job-readiness and job placement program in an "urban fringe" area near the San Francisco Bay. It includes contractor's categories and full information on types and numbers of placements. Also included are narratives of successful programatic breakthroughs and descriptions of areas which have caused, or continue to cause, program difficulties. There were some anticipated successes--trainees jumped between two and seven grades in educational attainment within 10 weeks--and some unanticipated failures. There were also some tentative research conclusions which may influence national manpower policy, or stimulate a heated controversy. The so-called "untrainable" and "uneducable" men and women coming into the program to prepare for a job, were advanced so quickly, that new work and educational options opened to them: a high school diploma and college entrance. Despite first year failures, over 66 percent of the graduates were permanently placed in private-industry jobs, an increasing number of trainees began to obtain their high school diplomas, and an equal number went on to college and stayed there. (Author)

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The United States R&D Corporation

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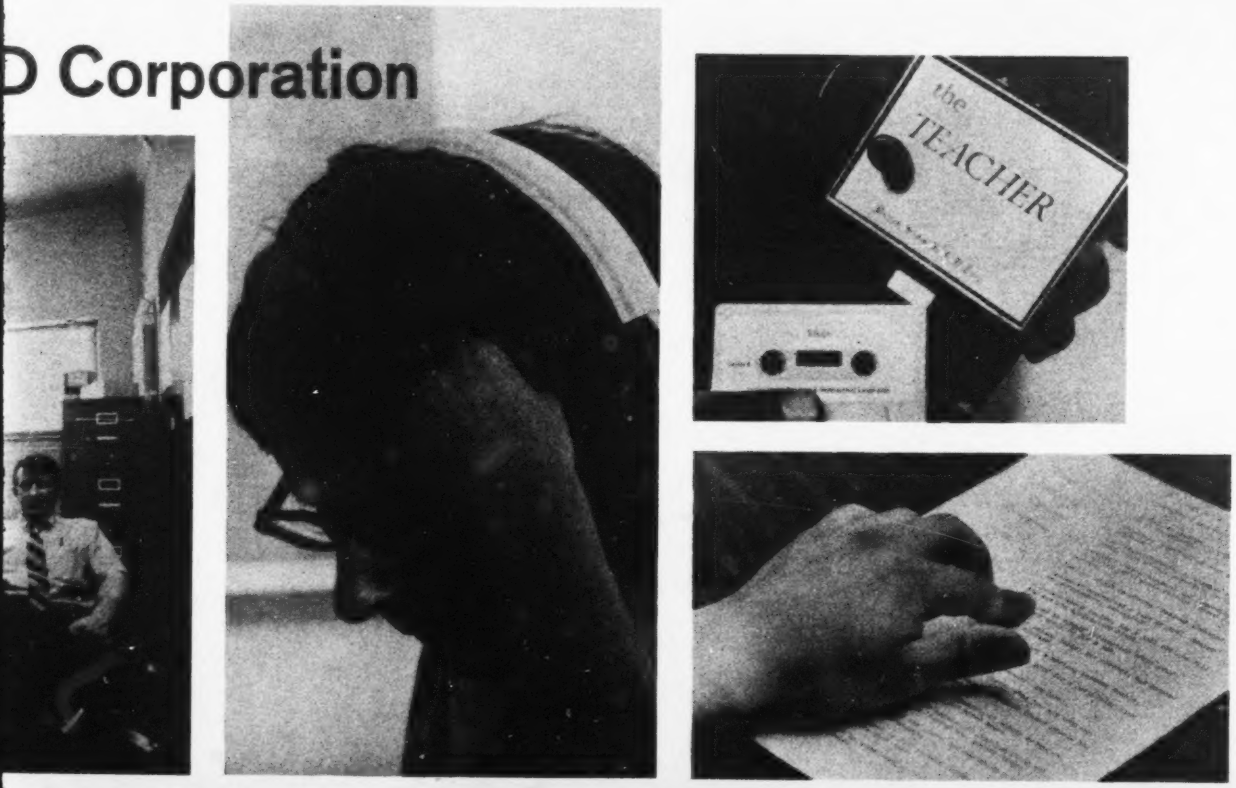

THE FIRST YEAR

REPORT ON AN EXPERIMENTAL AND
DEMONSTRATION PROGRAM FUNDED BY THE U.S.
DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION,
IN THE PITTSBURG-ANTIOCH AREA
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OF THE BAY AREA MANAGEMENT COUNCIL.

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INDUSTRIAL MANPOWER CENTER

Pittsburg-Antioch, California

This report on a demonstration project was prepared under a contract with the Manpower Administration, U.S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

United States R & D Corp.
605 Third Avenue; Room 3210
New York, New York 10016

Contract No. 82-34-68-37

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THE REPORT IN BRIEF

This is a report on the first year's operation of major job-readiness and job placement program in "urban fringe" area near the San Francisco Bay. includes contractor's categories (e.g., outreac recruitment, training, job development, placemen follow-up) and full information on types an numbers of placements.

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Despite first year failures, over 66 percent of th graduates were permanently placed private-industry jobs and an increasing number trainees began to obtain their high school diploma and an equal number went on to college and staye there.

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INTRODUCTION:

THE "WHY" OF ANOTHER MANPOWER DEMONSTRATION

Hardly a week passes without some private or public official calling for the "involvement of the private sector in the solution of public problems."

A business executive's desk is now covered with mail from the Chamber of Commerce, the American Management Association, the National Industrial Conference Board, the Urban Coalition, and a host of other private and public organizations. They all have the same message: a plea for the executive to apply the talent that built America to the solution of urban problems.

The businessman is invited to come to conferences, participate in sensitivity training, join manpower consortiums, and give his money. For many executives the problem is now one of selecting among priorities.

It is the contention of this contractor, based on the comparative experience of this demonstration project, that in the field of manpower the talent of industry remains largely untapped. This is particularly true in the smaller urban centers where the pressures created by the conflict of rising ambitions and stagnant systems is not so apparent or so clearly defined.

There is also evidence that some manpower programs in which government and industry are now concentrating could return America to a "company town" concept where an employee is locked into a particular job at a particular location.

These programs could also *limit or stifle* the ability to succeed of the American who has dropped out of school and enters into the syndrome of unemployment, poverty and welfare. Instead of opening new vistas to him, some of the manpower programs could actually close avenues of opportunity.

In the thrust for "immediate" employment, in the race for "numbers," in the search for "instant" success, America may be paving the way for the ghetto generation to reach only as high as the level of the bypassed, frustrated, angry, hard-working lower-income white generation which now vigorously resists and resents change because it has been left behind. While the current manpower programs may be designed to reduce the tensions of contemporary America, it is the contention of this contractor, based on the comparative experience and data of this demonstration, that some of the methodology now being used is only delaying the confrontation and, in so doing, intensifying the potential conflict.

There is a bitter irony in this dilemma. At this junction in history, industrial managers, who have often stood in the doorway of progress (forcing the ghetto American to come around to kick in the back door) are ready to respond. At the same time, the ghetto American believes that the genius of American industry can help solve his problems. The two sides of the equation are ready for matching.What remains to be done is to find the coupling.

Exploring one replicable "coupling" for involving the talent of industry in the solution of manpower problems was a goal of the project in the Pittsburg-Antioch area of northern California. After an initial year of experience, *a model is emerging which challenges some of the basic trends in current manpower planning.*

This emerging model has several basic components it stresses pre-vocational experience as a job pre-requisite; it encourages further study to enter the

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This emerging model has several basic components it stresses pre-vocational experience as a job pre-requisite; it encourages further study to enter the job market at other levels; it features almost total control by a private company utilizing the concept of "contract management;" it seeks to involve an isolated community in manpower problems; and it attempts to change basic attitudes toward so-called unemployables and uneducables.

Some goals of the model have changed. There was always a desire to stress the pre-vocational aspects of the program, to provide industry with a man or woman who could be prepared at government expense and skill-trained at industry's expense.With the rapid development of the program of the National Alliance of Businessmen, it became apparent that the demonstration was off "the beaten track" of developing manpower policy and an analysis of this contrast led to some of the most significant hypotheses of this project.

What follows – while bluntly worded – should not be considered as a blanket criticism of existing manpower programs. Some are enormously successful; others meet complex demands in a perplexing number of sites. The N.A.B., for example, has pioneered an exciting new partnership between government and industry.

The continued deterioration of the public school system has thrown new demands on public and private manpower programs. This project, and others, were designed to find some of the answers to these changing conditions.

This project will only be successful if existing manpower programs see the relevance of its findings to their operations and if they are convinced by the data and the demonstration to alter their techniques.

One early hypothesis opens the door to philosophical and jurisdictional questions on the nature of manpower development for the last third of this century. Is it sufficient, for example, to train a man for a job which may be eliminated by technological change, without giving him the educational background to move elsewhere? Is it "honest" to train ghetto America only for the lower rungs of industrial opportunity, or should the concept of manpower training extend as far as a man's ability can reach? Are the goals of manpower training only an immediate job with advancement potential, or must a broader definition of manpower training also be developed?

This contractor believes that recent trends in manpower planning have overlooked these questions and zeroed in on the immediate solution to difficult problems without simultaneously anticipating long range complications. It is possible that a model may emerge from this demonstration which could combine both the short range N.A.B. goals and also anticipate long range needs.

The conclusion of the second year's program, with the tighter goals established from this first year's successes and failures, may help to answer some of the more complex questions raised during the initial year.

CONTRACT MANAGEMENT

One of the most widely hailed but seldom used methods of streamlining and modernizing government is the concept of "contract management."

Theoretically, the governing political authority substitutes "contract management" for the traditional methods of utilizing a government agency to implement its decisions and administrative policies.

The outside contractor then either substitutes for the government agency, parallels its function, or operates as a competitor.

President Richard Nixon and others have advocated contract management as a procedure for determining if the private sector could provide services more effectively, efficiently and economically than the existing methods of delivering governmental services.

Under the theory, the contract manager reports directly to the governing authority and implements its decisions. In practice, however, where this has been attempted, there is frequently a government agency interfaced between the contract manager and the governing authority, a procedure which sometimes exposes the worst aspects of both systems. On one hand, the traditional delivery agent is "threatened" by the comparison. On the other, industry must devise methods to protect itself in a system where its management does not make all the decisions. The "cost plus" contract is one of the restrictive and protective industrial procedures.

In terms of contract management, the Pittsburg-Antioch demonstration was unique. While it functioned *through* a government agency, and was not directly responsive to the political governing body, the conditions of the contract were such that an almost "pure" simulated demonstration became possible.*

Federal regulations and administrative stipulations were necessary, and while payments to the trainees came through the Employment Service, no agency interposed itself in the internal management of the program.

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There was always "advice," "comment," and "observation," but at no point did these interfere with the operation of the program. We are convinced that the results show the effects of this sensitive concern for the management practices of industry.

There is also a tendency to compare this program with the Concentrated Employment Program which was designed to house under one organizational roof all the manpower functions in a geographic area.

In the traditional CEP program the responsibilities are actually divided among a number of agencies. For example, ES will handle placement and job development; the local public school will teach basic education; the Chamber of Commerce will conduct sensitivity sessions, etc. In some locations, some functions are contracted to private industry, *but never the entire program.**

In the Pittsburg-Antioch demonstration, the *full responsibility* is fixed in one private authority, the United States R&D Corporation. It recruits, trains, places people on the job, offers them social supports, works with industry and the community, and, in general, establishes the integrity of a process and makes it acceptable to business and industry.

The "price" for this freedom of management is the unique method of paying only for success, a graduated scale of payments geared to the number of graduates and how long they remain on the job.

One question designed to be answered by this demonstration was whether industries skeptical about government programs would work more closely and effectively with "one of their own."

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*We suggest the experience of this demonstration might lead to discussion of a CEP program operated entirely by private industry with a cost-effectiveness analysis designed to evaluate results in comparative locations.

The first year results, despite the initial problems, indicate that industry will change its attitudes if the results of the IMC meet their requirements. When this standard is met, other doors open more readily.

THE PROGRAM

One of the troublesome aspects of the national manpower thrust for private sector involvement is the temptation to invest in "plant" and not "people."

An investment in plant basically enhances the ability of an industry to produce its product; an investment in people, by contrast, would educationally and vocationally upgrade a person to exercise a larger number of options. The two "investments" are not mutually exclusive. It is one goal of this report to demonstrate that the both goals can be met without disadvantage to either party. It is not suggested that this new method replace existing programs, but that this alternative also be available within existing manpower operations.

For example, under the N.A.B. and other similar programs designed to involve private industry in solutions of public programs, industry is subsidized to provide a specific person with a specific job and a specific plan for upgrading. The person is tailored perfectly to the narrow needs of a particular company. The worker's security is almost entirely dependent upon the success of his employer or the continued need for his company's technology. In one sense it is a sophisticated version of the "company town" which historically, created problems for both labor and industry.

In many of the new programs, the pre-vocational aspects of generalized learning and attitudinal training are downgraded. The goal is to make a man immediately productive. In some programs this means he must be at his "bench" from the first day of employment.

This contractor is convinced that this view of the manpower problem is a throwback to the era when a man could "make it on his own." It does not take into proper account the complications of generations of poverty, nor the last decade's history of bitterness, frustration, disappointment and failure. Nor does it compensate for the rapid technological changes which are reshaping business and industry and which demand an underpinning of a solid basic education.

In one sense, it does not distinguish between the white American once temporarily locked into poverty by the depression, and the black and other minority group Americans historically condemned to poverty by a chain of circumstances. The consequences of poverty, counter-acted by relevant New Deal policies, are not the manifestations of poverty in today's exploding ghettos.

It is the contention of this contractor, that some of the trends in manpower policy for the disadvantaged are not long range solutions, but are needed and necessary responses to short term necessities. We fear the philosophical differences between the two have not been drawn, at least insofar as the involvement of the private sector is concerned.

In one aspect, some programs can *lower* the aspirations of those who are now caught in the sandtraps of a public educational system which has not adjusted rapidly enough to meet either the manpower needs of industry, or the educational/vocational needs of the changing American.

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There would be no need for federally funded compensatory pre-vocational programs if the public school system was flexible enough to meet the new demands which minority Americans are making of the system. The public school is now being called upon to compensate for the compounded consequences of the syndrome of poverty. It is failing to meet the challenge, necessitating massive governmental efforts to stabilize the situation. The Pittsburg-Antioch demonstration is designed to prove that new methods and models are available to solve both problems simultaneously.

The "captains of industry" were once able to use their brawn and their talent to work their way to the top. Industry provided an alternative stepladder to success for the drop-out.

The needs and attitudes of industry were such that a drop-out could negotiate the system.

Today that concept is no longer true. In technological America, an eighth grade education *and a successful pre-vocational experience are demanded* as "openers" for even the most enlightened corporations. The National Association of Manufacturers and the National Industrial Conference Board have both reported that industry will provide meaningful skill training only to those who have reached this plateau. Today's disadvantaged American is not going to negotiate the system without at least that preparation.

It is also true that men who have not reached that plateau are not likely to be prepared to continue their education and training through other compensatory programs.

The person "tailored" by some manpower programs faces several problems: a recession which often means the last hired is the first fired; technological change; or relocation.

If this happens, he is again unemployed and on the job market. He does have one new advantage: a successful work experience. But many personnel managers may tend to discredit this experience because it was conducted under terms of a government contract which specified that a corporation only received its subsidy based on days of employment.

In some instances, of course, his on-the-job training might be useful elsewhere, but it is quite possible that his training may have both industrial and geographic limitations. Even if he does stay on the job, he will be locked into the lower echelons of success by his lack of proper pre-vocational training.

This demonstration may provide an alternative route to invest federal funds "in the person" rather than the "plant."

Pre-vocational experience should be extensive enough to open up a variety of options, in terms of both the immediate job, or the postponed job while added training or education is sought. The employee then has a range of options and the inherent, "carry-around" ability to adjust to technological change. If his pre-vocational experience is properly designed he may achieve his high school equivalency diploma or go on to college before entering the job market, or he may combine the two ambitions. He may also choose between various manpower programs operated by industry. Fifteen IMC graduates have obtained their high school diplomas and thirteen have gone on to college. Others have changed jobs without being required to start another basic training schedule.

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It is the contention of this corporation that an entire generations of Americans may have its options limited by some of the evolving manpower policies which focus investment in the plant and not the person. It assigns to the bypassed, disadvantaged American a narrow range of options not consistent with the changing needs of industry. It has shunted them off to the sidelines; it has written off their chances to negotiate the system.

No one questions the need to place unproductive workers on jobs. The question which this demonstration asks is this: can you place men on specific jobs, and still not limit their options?

The pre-vocational period of ten compacted weeks stressed Human Resources Development (the opening up of the human being to the world around him and the gaining of the self-confidence to face it); and, a basic education to enable him to not only qualify for entry level employment, and advancement, but to bring enough skills to the job to be able to negotiate the system to the limits of his desire and ability.

In short, this demonstration tested investment in the person, not the plant.

The educational and employment record of those entering the IMC program is equal to or below that of persons entering the N.A.B. program, providing a ready made scale of evaluation and comparison. It could be asked: How many men got a job? How many held it? How many moved upwards? How many moved on to a new track and delayed full time employment to complete their education? We believe the first year Pittsburg-Antioch answer to these questions are impressive. They also helped to narrow the focus of the second year's efforts.

INDUSTRIAL INVOLVEMENT

In some urbanized areas of America, industry is already sensitized to the problems of the disadvantaged American and the environmental conditions exist for relatively easy access. This is not true for the smaller urban areas. That was one reason the Pittsburg-Antioch area was selected for a demonstration program. There are few communities more removed from the mainstream of the problems of America than the marginally safe, secure, white, homeowners of Antioch, who easily perceive themselves threatened by the nearby potentially explosive black and Mexican ghettos.

Of critical importance to the Department of Labor was whether a private corporation could reach these more successfully than a governmental agency which was, correctly or incorrectly, regarded often with suspicion or outright hostility.

At the outset, as reported elsewhere in this report, local attitudes were not altered merely by the fact that a private concern would manage a government contract. This allowed for a pause, a wait-and-see attitude, rather than an open-arms greeting. There was no doubt that the industrial community believed that government restrictions would apply to all those who used government money. That we could, in the first year, begin to reduce those fears, is listed as one of the achievements of the program. The next step, is to translate that interest into support and an industrial willingness to continue the program under their leadership. The test, in the second year, will be to turn interest into commitment.

One of the first lessons which the contractor learned was that it would be impossible meaningfully to involve the industrial community unless the established authorities support the program.

It was also clear that the industrialists were not interested in a patchwork approach to the problem. If the schools produced the drop-outs, the schools should be changed. If the need of industry was for a college-trained man, the disadvantaged should be prepared for college. They were concerned that a total solution be prepared rather than a temporary "finger in the dike" approach.

This placed severe hardships on the project managers since the original assessment had not contemplated more than the narrow manpower solution in which the IMC and industry would be partners.

REINVENTING THE WHEEL

There is a tendency in demonstration programs to reinvent the wheel. In this project, however, the successes of other demonstrations were brought to the corporation's attention and served as either building blocks or comparative models.

There was "outreach," "counselling," "test preparation" and "programmed learning." There were uncertificated teachers and paraprofessionals. There was an "in-service" training program. There was "management training" for industrial leaders and supervisors.

Some of the techniques and materials used had been developed by the contractor. United States R&D Corporation had its own programmed learning materials (The "Learn System") perfected by its own human resources development methods; established by its own management training courses; created its

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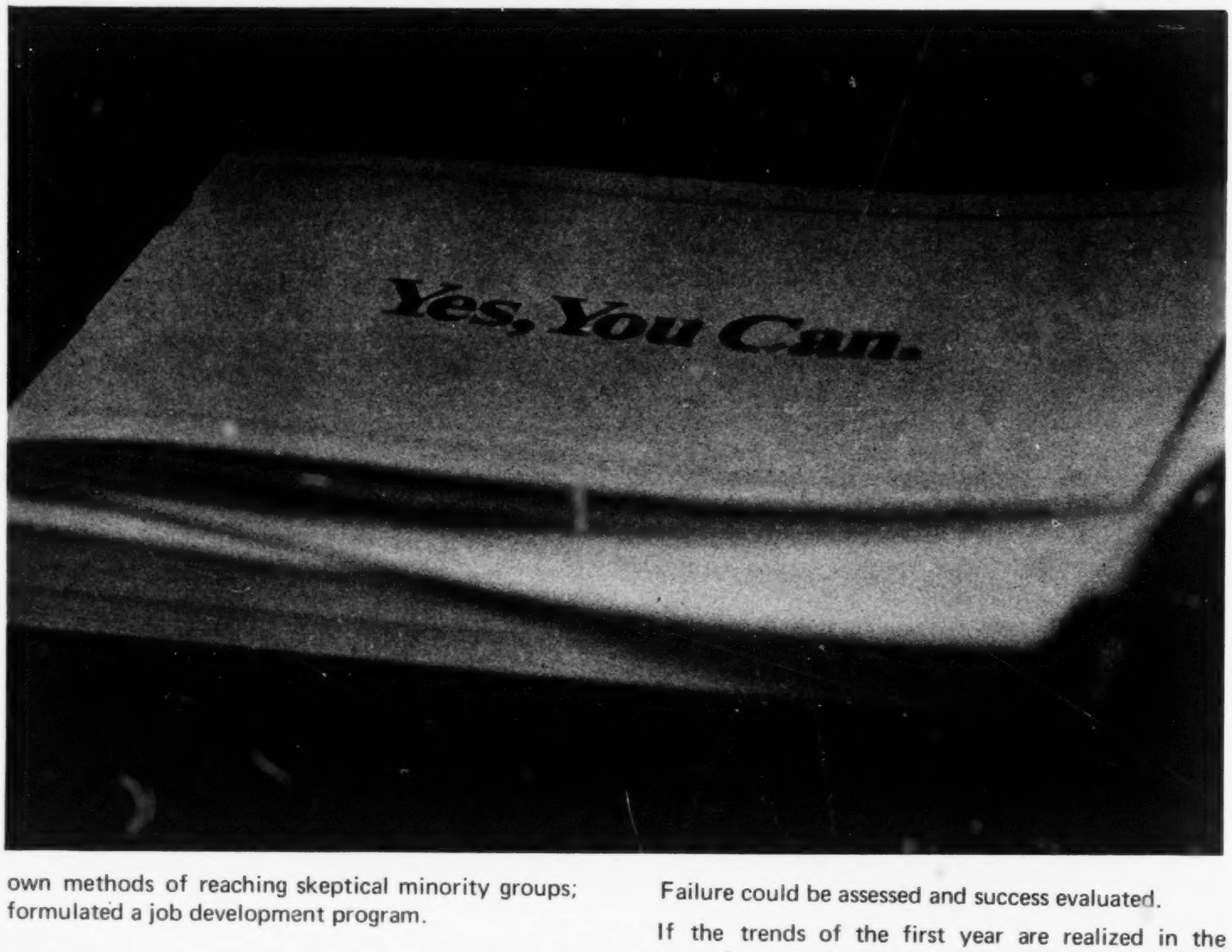

own methods of reaching skeptical minority groups; formulated a job development program.

Behind all this was the careful management of resources and business flexibility able to respond to new situations.

The approach was a total one, with pinpointed responsibility in United States R&D Corporation. Failure could be assessed and success evaluated.

If the trends of the first year are realized in the second year, the demonstration could provide a model for modern "contract management," an alternative CEP program, a broadening of the N.A.B. concept, and an argument for human investment.

In reading this comprehensive report, these are the barometers to be watched.

In Antioch last Thursday afternoon, I sat with Norris Pape at a small conference table in what was once a motel bedroom. There I witnessed what might be the most effective and significant education going on in Contra Costa County – or anyplace.

The class of ten men and women – blacks, whites, and browns – had been recruited from the streets, barrooms, and poolhalls of the Pittsburg-Antioch area. They are the hardcore unemployables, the hustlers, pimps, winos, school dropouts, chronic welfare recipients, what have you. They were in the third week of a 10-week training period designed to help them get jobs in industry (some will decide to "go back to school").

They are taught no vocational skills. They get three hours of Basic Education (the three Rs) every morning, all of it programmed material on tapes. They teach themselves and each other at their own pace, with a "trainer" present to help if needed. They spend three afternoon hours in a Human Resources Development session led by a trainer employing the techniques of Encounter. After 10 weeks more than 75% will get jobs in local industry, if past records hold.

This "school" is succeeding where we have failed. They are succeeding with a staff of 17 trainers (*Teacher* is a nasty word here, never used) paid around $100 a week and recruited locally, many of them minority group people and none of them with any college experience. They are trained to be effective "non-teachers" by a few professionals of the U.S. Research & Development Corporation of New York, an organization that both administers joint government-industry programs for alleviating unemployment and gives courses in human resource development (HRD). They are chosen not so much for their brains as for "a compassion combined with enough cynicism" explained George Anderson, a black man who is on the professional staff of U.S. R&D Corporation. He is replacing Sam Williamson, another black man, both he and George coming up the hard way from the streets and pool halls. Sam is an ex-hustler. Both are geniuses.

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You're giving her (a young black girl sitting
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Humanities course wasn't relevant? Rem
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learned, baby? (All right, so I learned I don'
why I smoke pot). O.K. good, so now I'm tellin
you just get the facts in the newspapers but you
find out *why*. In the Humanities course you
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WHERE TEACHER IS A DIRTY WORD*

They are the best school administrators I have ever seen. (They wouldn't like me to call them that. "Administrator" is also a bad word here). They roam from classroom to classroom. They know the students. They enter the discussion.

George and Sam came into the classroom where Norris and I sat. They began to throw hard questions at Larry, a young black DVC dropout. What'd you take at DVC? (Political Science, Social Science, Humanities . . . a general education block they called it . . . it wasn't relevant . . . I can get all that stuff in the newspapers). What's *relevant* mean? (I dunno, you look it up). Damn, you're copping out again. You're giving her (a young black girl sitting next to me) the dictionary. Why don't you *look* it up. Man, you're lazy. And how do you know that that Humanities course wasn't relevant? Remember, yesterday, you learned something, what was it you learned, baby? (All right, so I learned I don't know *why* I smoke pot). O.K. good, so now I'm telling you, you just get the facts in the newspapers but you don't find out *why*. In the Humanities course you'll find out *why* . . . Now tell me what you learned *today*, Larry, I think you learned something, what is it you learned? (Yeah, O.K. . . . . .)

There are about 150 trainees for the 10-week sessions which are beginning all the time. They are roughly "tracked" on the basis of an aptitude test. They know this and they don't mind because "they learn the trainer will care for them if they learn to care for themselves," George Anderson said in response to a question addressed by Norris. "We don't kid them. We don't spoonfeed them . . . One guy was coming in drunk. I told him I was gonna kick him out. I put the question to his group, should I kick him out? They talked about it seriously. One said, well, he isn't as drunk today as he was yesterday, that's something. The group went along. I got off the hook, and the group had been involved in a meaningful decision. They knew I meant what I said, I don't kid them . . . We all start here with honesty, and things often get pretty risky . . . "

There's no BSU in this school. There's no demand for a Black Studies Department. Things are thoroughly *integrated* (I like that, I'm old-fashioned).

What happens when this "school" closes next year, when the grant to the U.S. R&D Corp. runs out? What happens to the staff of trainers who know more than our combined faculty, black and white, about where and how the education of unemployables is to begin? "They'll be on the job market," George said.

May I dream a bit? Why couldn't this converted motel on West 4th Street, in Pittsburg become a core of the junior college campus in the area? Why couldn't the experienced trainers continue to staff the program (officially as "teacher aides")?

We may not be viable enough to do it. We may be too caught up in machinery like disconnected MWF and TTh slots, unit credits, requirements for graduation, state education code, unwillingness to change our own classroom behavior to meet the needs, department prerogatives, etc., all the while reciting our pious prayers to The Open Door which is really a Revolving Door, for many.

I've been told the program might be too expensive for us to handle . . . Maybe so, but I doubt it. I'm hoping that Bill Niland and Karl Drexel will arrange for the entire Board of Trustees to take a trip to Antioch and get first hand experience with this program.

The U.S. R&D Corporation is a *profit* outfit. The *Du Pont Chemical Corp.* of Antioch is one of the businesses cooperating with the program. Two of its executives, Don Bass and Mr. DeSimone, invited us DVC people to look at the program.

This is almost too much for an old socialist to bear. Sob.

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*This description of the program was written by the Chairman of the English Department at Diablo Valley College following a visit to the Industrial Manpower Center and published in a newsletter to his faculty. These excerpts are a vivid description by a trained observer of what is happening at Antioch and what potential it offers.

II. Abstract of Results

This report deals with the experience of the United States R&D Corporation in implementing a $500,000 experimental contract with the Manpower Administration, U.S. Department of Labor, to conduct a job-readiness and job-placement program for 450 enrollees in Contra Costa County, California.

To this end, a functionally integrated facility was set up in a motel in Antioch, California; offering basic education, attitudinal and stress-accomodation training, remedial education leading to a General Education Diploma, counselling, job placement and follow-up services.

The contractor's performance was to be measured by the extent to which:

1. Previously un- or underemployed persons gained and held jobs.
2. Private industry created skill-training systems as a "follow-up" to the job-readiness program, thus creating a potential career ladder for new employees.
3. Public or private resources in Contra Costa County became sufficiently impressed with the effectiveness of the job-readiness program so that movement would start toward continued support of the program through traditional funding sources.
4. The contractor was able to hire and train local staff to administer the program.
5. Experience gained through the first year of operation created a corpus of knowledge which might indicate a broad-scale replicability of the program's concept.

For the most part Contra Costa County's industrial jobs are extremely heavy, hard work, often dirty, noisy or in categories where disagreeable side-effects like skin rash are common.

Furthermore, much of the unemployed but employable work-force of the county has had direct experience with these jobs, and has quit in relatively short periods, or has drifted from job to job.

Thus the characteristics of the available industrial jobs were not necessarily attractive to the trainees, and elements of minority-group pathology — police confrontations, inferior housing and other public services, a rise in black militance — were not conducive to a smooth transition from unemployment to employment.

The contractor enrolled more than the mandated number of enrollees for each of the three 10-week training cycles, but graduated less than the projected number (360 graduates vs. 450 expected).

Of the 292 initially unemployed graduates, 242 were placed in jobs and 50 were not, for a variety of reasons; of the placements, 159 are still employed at the end of the report year. In percentage terms, 80 per cent of those recruited for training were graduated; 83 per cent of the initially unemployed graduates were placed in jobs; and 65.7 per cent of those placed were still working at the end of the report year.

These figures do not reflect multiple placements for some enrollees by program staff. They do, however, reflect a success ratio which compares favorably with job-placement experience in the Contra Costa County area, and with the contractor's experience elsewhere.

In all, the Center recorded 330 placements for its 292 initially unemployed graduates. The largest single category of placements was service occupations, which constituted 18 per cent of all placements. Other substantial placement categories were wholesale and retail trade, 16 per cent; and paper manufacturers, also 16 per cent.

The median starting wage for all placements was $2.57 an hour, a figure which compares favorably with the prevailing Contra Costra County average wage.

Under terms of the contract, the contractor was to be paid an incentive fee for each graduate whose continuous employment subsequent to Center attendance exceeded six months. The contractor as of September 15, 1969, received compensation based on such continuous employment for 43 of the graduates, but this is not a full figure, Cycle II and Cycle III graduates had not had an opportunity to attain six months' employment at the time this document was prepared. Projections indicate that 150 such fees will be earned for Cycle I graduates.

The program has been re-funded for a second year,
and it is anticipated that the procedural modificati
based on the first year's experience will substanti
improve the overall two-year figures, with regard
retention of participants during training, and th
subsequent job-retention rate.

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and it is anticipated that the procedural modifications based on the first year's experience will substantially improve the overall two-year figures, with regard to retention of participants during training, and their subsequent job-retention rate.

The extent to which industry will be willing to enter into skill training for job-ready graduates of the program is, to use an old British verdict phrase, "not proven." Some industrial jobs, tied to the seasonal canning and freezing industry, do not provide the kind of continuity which makes skill training economically viable. Other industries are marked by foreshortened career ladders and attenuated training practices; other provide jobs for which only minimal skills are required.

On the other hand, some industrial companies have made significant strides in de-emphasizing the importance of entry-level testing and education requirements, and others have undertaken significant in-plant on-the-job training.

The second year's contract calls for an expansion of the in-plant training effort, premised upon greater employer acceptance of such activity as an integral part of the recruitment and upgrading process.

The work-plan for the first year's program activity placed great emphasis on the long term benefit of involvement of the industrial community of Contra Costa County. In retrospect, too much emphasis may have been placed on this aspect, considering that the contractor's basic mandate was to find jobs for its enrollees.

Some of the contractor's best successes in job placement and retention came in commerce, assembly and light fabrication and government. The contractor would have been better advised to consider employment, in the broader sense (commerce, government) than in the narrow sense of industrial plants.

The contractor, in the first year's operation, was able to achieve a broad new set of relationships with agencies and institutions in the "people" business, ranging from a local community college to the local prison work-farm, and it seems likely that the interagency goodwill built up in the first year's activities has left many community leaders with the belief that the program is well worth continuing. But there are strong indications that this program will produce institutional changes in the community, leaving behind not only a narrow success, the program itself, but a broader success in the local acceptance of its techniques. There is no denying the fact that traditional funding sources, public or private, seldom if ever venture to support a program until they become convinced that it will cease to exist without their help.

Thus there has been no fair test yet as to the extent or depth of local support for the program; this would come only at the point where it was clear that without such support, the program would founder.

The contractor's success in finding and training local administrative personnel to manage the program was limited and disappointing; site-selection difficulties took 2½ months, and the program thus was under time pressures which required the continued presence of seasoned contractor personnel. After the first year, the contractor had found a local resident to serve as training director and another as assistant training director. The basic program direction, however, continued to be supplied by out-of-area personnel.

The full report is an attempt to detail those elements of the contractor's "model" which were found to be workable in the California setting, and those which required substantial modification.

Generally speaking, the transplanting of the model from the Southeast[*] to the West Coast proved the validity of the basic procedures, and the increased scale of the Contra Costa County program, in terms of total enrollment, presented a few major impediments.

It is true, however, that the size of the classes (with at least 100 and up to 150 graduates entering the job market simultaneously) created imbalances which required a good deal of job-development work to correct.

As the subsequent tables will show, the average total cost per student for the contractor's pre-vocational training is $1,240, and ranges from a high of $ 1,277 for Cycle I to a low of $1,193 for Cycle II.

Of this average per-graduate total, the costs *per function* were as follows:

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[*] The contractor has managed a smaller version of this concept in South Carolina and Georgia.

FUNCTION	Cost Per Trainee	% of Total Expenditures
Recruiting	$111.44	9%
Community Relations	31.18	2%
Administration	424.03	34%
Basic Education & HRD Training	506.93	41%
Job Development & Follow-up	101.18	8%
Management Fees (1)	65.27	5%
	$1,240.03	99% (2)

(1) Includes $50 incentive fee for each graduate and an additional $50 fee for each graduate "permanently placed" in an industrial job or placed in a skill-training program of 21 weeks' duration or more.

(2) Does not add to 100% due to rounding.

III. THE CENTER CONCEPT

The methodology used in the administration of the Industrial Manpower Center is basically that created by the United States R & D Corporation for the conduct of similar centers operated under varying auspices elsewhere in the Nation.

The purpose of the use of the USR&D methodology, however, was not simply to involve the Manpower Administration's experimental and demonstration program in funding "more of the same" – that is, merely to replicate the activities of earlier Industrial Education Centers, most of them in the East – but rather to apply the methodology in such a way as to permit an objective determination of whether the center concepts were truly replicable on a national scale, or whether conditions existed which made the centers only effective on the basis of certain job-market or geographical pre-conditions, and also to determine what magnitude and economy of scale was possible, given the relatively small size of the efforts in the East.

The contractor believes that the Pittsburg-Antioch experiment, thus far, has shown the national replicability of the center philosophy and methodology, but recognizes that in some respects, the statistical proof is not yet as strong as mi
been expected.

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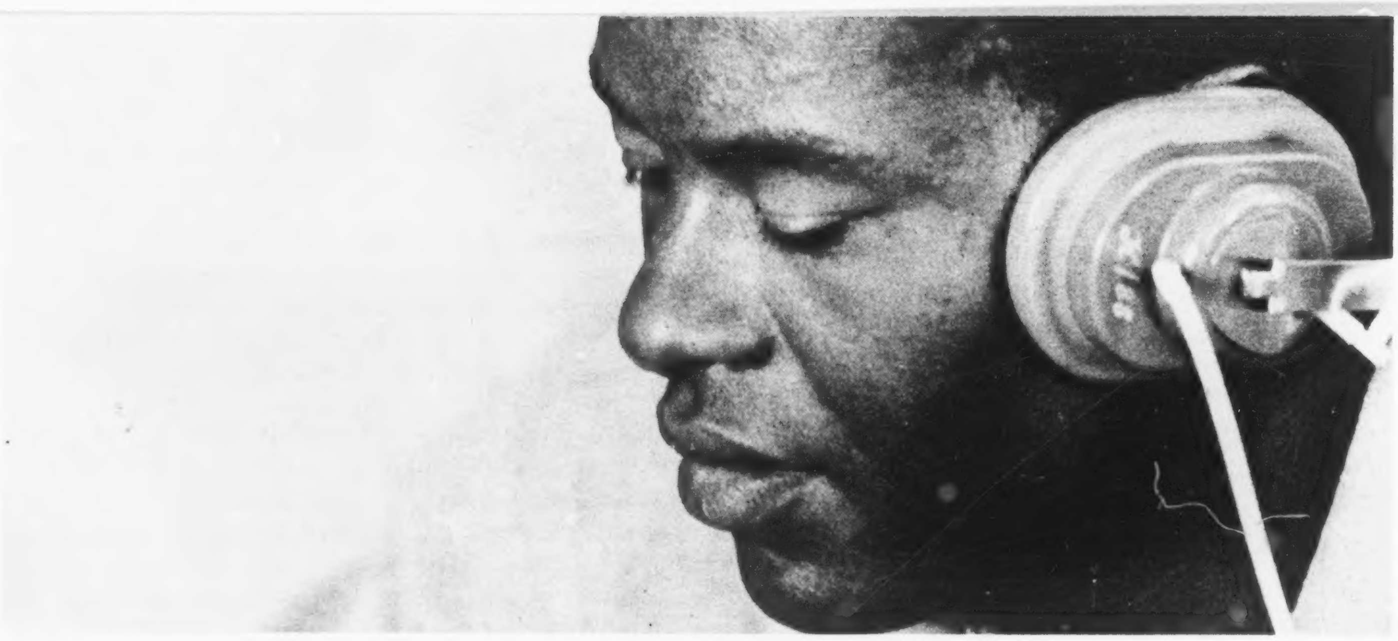

III. THE CENTER CONCEPT

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The basic contractor methodology calls for the recruitment of unemployed adults, or adults occupying dead-end jobs, and the rapid (10 weeks) inculcation of sufficient basic education and life-skills training so as to make them employable as measured by standard employer qualifications or promotable, in the case of those already employed again, according to employer qualifications .

In the operation of the Pittsburg-Antioch Center, the contractor used both the largely self-instructional materials developed by MIND, Inc., and later, with the permission of the Contracting Officer, the "LEARN System" of materials privately developed specifically for the Centers.

Regardless of the instructional materials used, the basic education was always accompanied by daily exposure to the contractor's human resources development training material.

This material included enrollee exposure to solutions to stress-producing situations, at home and on the job, and is accomplished largely through discussion and video-recorded role-play.

The detailed HRD curriculum also includes a broad spectrum of practical information (how to avoid garnishment, how to find solutions to medical problems, how to complete job applications, how to avoid safety hazards, etc.) all imparted in a non-threatening atmosphere.

It is the contractor's conviction, based on experience and observation of other manpower programs, that any basic education component conducted without HRD (or its motivational equivalent) will be less successful than a coupled administration of the two components.

Jobless enrollees, in Pittsburg-Antioch and elsewhere in contractor's centers, attend basic education and HRD classes, each for three hours a day, five days a week, for 10 weeks. Employed enrollees attend 1½ hours of basic education and 1½ hours of HRD per day, five days a week, for 10 weeks.

Scheduling of the employed enrollees has presented some problems, in light of their varying work schedules, but in general, the two sessions, totaling three hours, are conducted in the evenings, after the completion of day classes.

In basic education, as in HRD, the contractor's aim is to have each knowledge increment reinforced by subsequent increments.

In simplest terms, this means that a study of fractions necessarily entails a review of multiplication and division learned earlier. But it means more than that as well: it means that the stories from the Adult Readers (developed jointly by the contractor and the Bank Street College of Education) are so introduced that the subject matter of each provides an appropriate jumping-off place for a HRD discussion, so that in learning to read each story, the enrollee is also being exposed to the ideas, and the flavor of human interaction, contained in the story.

The HRD discussions of the story are helpful in and of themselves, of course, but they also reinforce the information gained from the reading, and they help sharpen reading comprehension.

The IMC, in seeking to meet its mandate to serve the hard-core unemployed, has been confronted in California — as elsewhere — with total non-readers, the so-called "zero-zero's." The center's response has been an internally developed self-instructional word recognition system, using a series of "flash cards" which use a tape-recorder adaptation to "say" the words which are printed on them. Use of these cards, and direct instruction which is almost tutorial in its intensity, has increased reading ability dramatically.

The IMC, like other centers administered by the contractor, makes no use of professional "teachers," as such, using paraprofessional peer models as much as possible as helpers to students as they study through the use of tapes and workbooks.

The IMC is not a school and its instructional content is designed to be rather different from a school, the reason, of course, being that many IMC enrollees have been "turned off" by formal instruction. But in the area of enrollee activity — particularly when that activity had consequences in motivation improvement — the IMC often surpassed the traditional student activity of schools.

The IMC, in each of its three cycles, established a high-participation student government with broad powers in defined areas; the enrollees themselves designed, wrote and edited a weekly newsletter; and a graduation ceremony, with distinguished speakers and a yearbook, was held at the completion of each 10-week cycle.

IV. THE TRAINING STRATEGY: PEOPLE INVESTME

In recent years, the thrust of manpower programs has been towards "immediate employment."

It is apparent that this relentless pursuit of guaranteed statistical success (employment) was caused by sharp criticism of programs which trained people for jobswhich never materialized. For many critics, this meant expenditure of federal monies without results.

Some of the unsuccessful programs had stressed basic education as the key to employment; others used broader pre-vocational techniques; and some followed an integrated formula of basic education and pre-vocational training.

But when the skeptical Congress and the cynical press looked at the problem, they asked one key question: "How many were employed when it was all over?" According to widely published reports, the answers were unsatisfactory.

The obvious effort, then, was to involve industry and business in the process so that the person who had been trained could find employment. Some of the traditional Labor Department vocational programs had successfully utilized this method with good results.

It was out of concern to provide immediate employment that programs like the massive National Alliance of Businessmen were created. *

It has always been this contractor's contention

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* This contractor organized the first meetings for government at which this concept was discussed with businessmen and trade association representatives, and later designed and wrote the basic N.A.B. plan. This contractor's executives helped to staff the program before it was officially announced. It is from that experience that the conclusions about the desire for immediate employment are drawn.

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The IMC's present site is a large square one-story building with a broad open patio in the center, and the building's own California style informality has been a great asset, in part being responsible for the Center's life-style.

The building was once divided into separate shops and offices and that businesslike atmosphere has been maintained. There are ten classrooms, named after the large industries of the area rather than designated 1 to 10 or A to J. (Numbering or lettering often leads trainees to the conclusion that Number 1 is the "best" group or Room J the "dumbest.")

Each classroom contains two conference tables, forming a large square with comfortable arm chairs around it. Tables in the Basic Education classrooms were specially designed to store tape recorders, headsets and tapes. Smoking is allowed, and many of the groups contributed part of their stipends to buy and brew their own coffee, which was usually superior to the coffee provided in the staff rooms. Trainees decorated their own rooms with such enthusiasm that during one cycle, a student art association was formed.

All the classrooms and administrative offices faced on the open courtyard which was bordered by plants.

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It was out of concern to provide immediate employment that programs like the massive National Alliance of Businessmen were created. *

It has always been this contractor's contention that the problems of immediate employment, in great measure, stemmed from the failure of the training and educational agencies and programs to be directly coupled to an understanding of what industry considered a good applicant for employment. This was frequently compounded by the lack of responsibility by the training or educational agent to find a job for its trainees and to assist in keeping him on the job.

Therefore the conclusions which led to the immediate employment concept did not rest on abandoning the intensive education and training of the individual before employment, but on the lack of relevance of some training, and the disjointed and badly organized follow-through procedures after training.

There was also a lack of continuity of responsibility; no one agency or program could be

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singled out as causing the failure and only unsatisfactory generalizations about the problem could be articulated.

It is the contention of this contractor, as previously stated, that the thrust for immediate employment – an admirable goal – is being made at the high price of restricting the options of the so-called disadvantaged American.

This disadvantaged person already possesses a narrow view of what life can offer him. His experience with failure has "convinced" him that he is only qualified, even if well-trained, for a narrow range of jobs. This picture has been re-enforced by previous patterns of discrimination in which color and employment were directly correlated. In short, minority Americans could not successfully compete for all jobs, only some jobs, no matter how successfully they were trained.

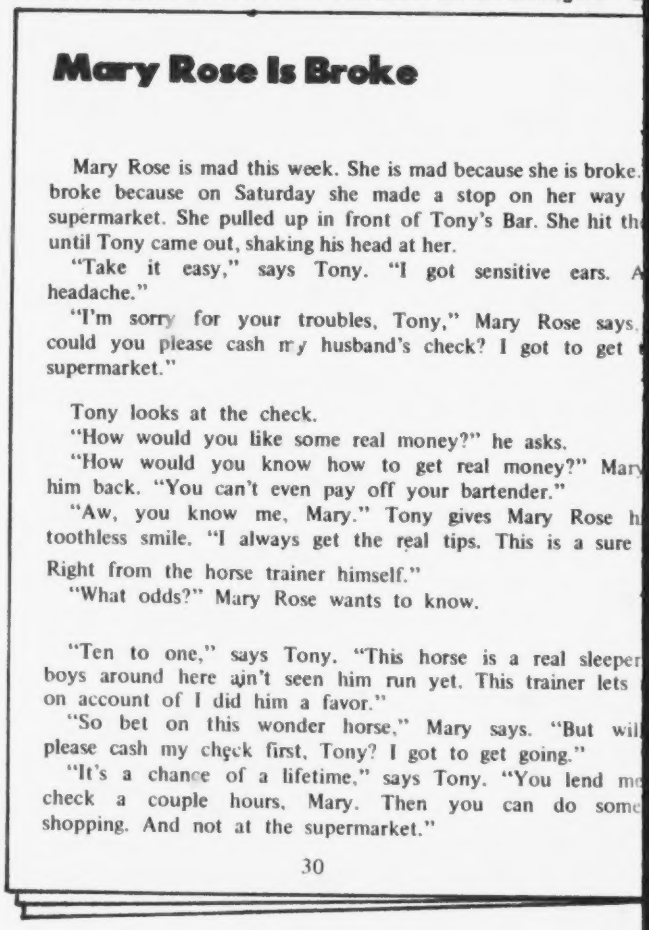
This historical conditioner, added to the other factors mentioned above, does not allow a man to exercise the full scope of the options available to him. When he enters one program, for one job, and his training is concentrated on successful performance in that job, he has, in effect, been channeled into what may or may not be the job for which he is best suited.

It is the contention of this report that a pre-vocational experience, modeled along the lines of Pittsburg-Antioch could open up the options available to the disadvantaged person. When he finishes ten weeks of training, he is "job ready" and also has a deeper understanding not only of his own potential and desires, but of the opportunities which exist for him now that he has, as the trainees say, "gotten himself together."

With his new insight, he can now look around the labor market and try to find employment consistent with his new goals in life. Or he can continue his education and enter the labor market at a higher level. It is clear that he may not always match his desires with the right type of job, or he may not be financially able to continue his education, but these decisions never arose before. They were decided by historical conditioning and events beyond his knowledge or control.

Therefore the thrust of this program was to attempt to correct the procedures which separated the training of the unemployed from employme
responsibility and at the same time to invest t
federal monies in the person, to provide him with t
"walk around" knowledge which would be t
door-opener with employers, and, simultaneousl
open his options.

Sample English Lesson From The Bank Street College of



Mary Rose Is Broke

Mary Rose is mad this week. She is mad because she is broke.
broke because on Saturday she made a stop on her way
supermarket. She pulled up in front of Tony's Bar. She hit th
until Tony came out, shaking his head at her.

"Take it easy," says Tony. "I got sensitive ears. A
headache."

"I'm sorry for your troubles, Tony," Mary Rose says,
could you please cash my husband's check? I got to get
supermarket."

Tony looks at the check.

"How would you like some real money?" he asks.

"How would you know how to get real money?" Mar
him back. "You can't even pay off your bartender."

"Aw, you know me, Mary." Tony gives Mary Rose h
toothless smile. "I always get the real tips. This is a sure
Right from the horse trainer himself."

"What odds?" Mary Rose wants to know.

"Ten to one," says Tony. "This horse is a real sleeper
boys around here ain't seen him run yet. This trainer lets
on account of I did him a favor."

"So bet on this wonder horse," Mary says. "But wil
please cash my check first, Tony? I got to get going."

"It's a chance of a lifetime," says Tony. "You lend m
check a couple hours, Mary. Then you can do some
shopping. And not at the supermarket."

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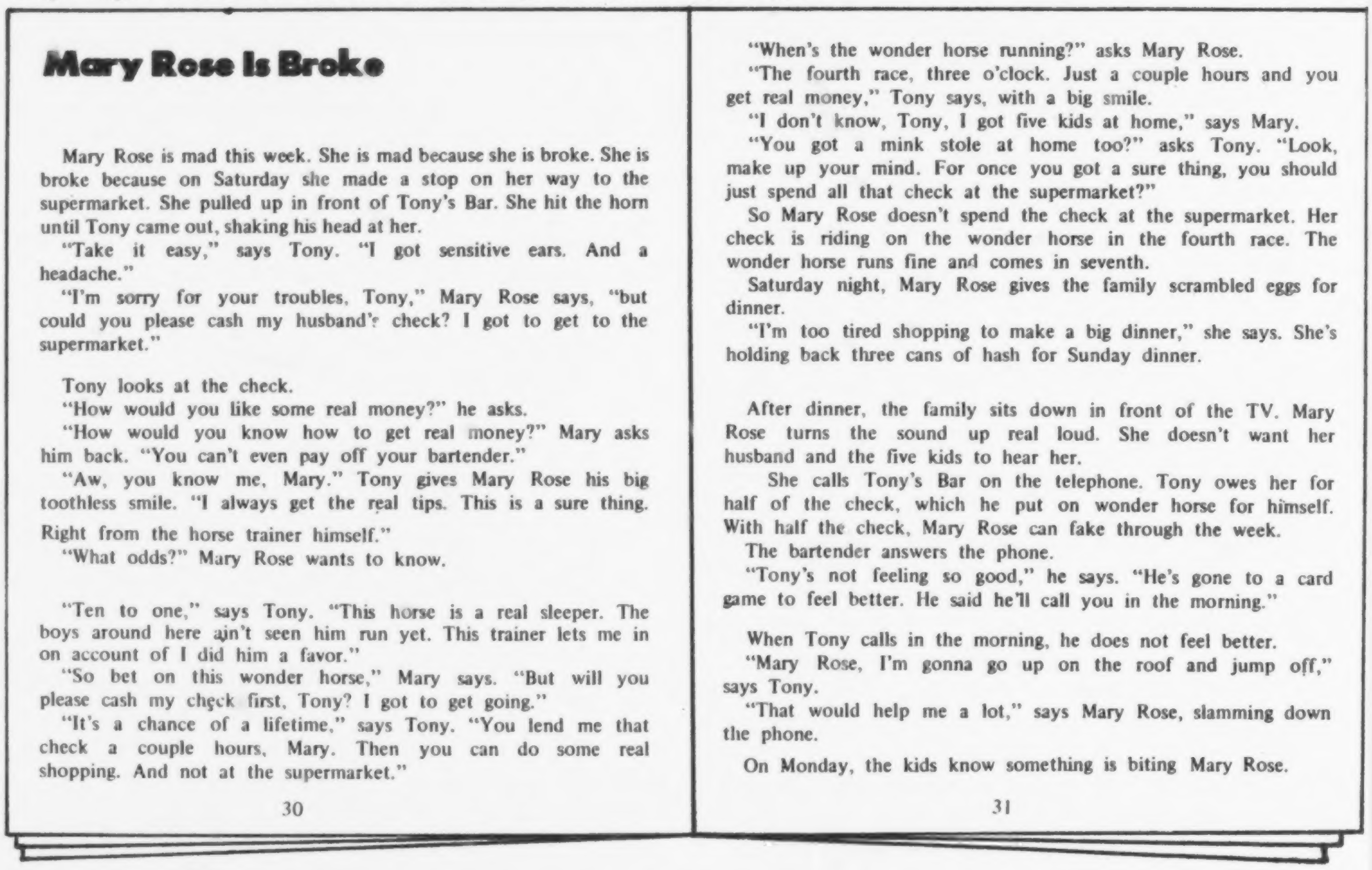
In short, the training thrust was to provide
disadvantaged person with a better control of h
future and, at that point, make him the equal of h
contemporaries who had successfully completed t
traditional educational pattern and are searching f
employment and satisfaction in the job market.

This is not to naively contend that desire an
understanding always result in fulfillment, that
desire for a particular job is immediately realizab
now that a person understands what he can an
would like to do in life. But it is to argue that wit
the ten weeks of intensive pre-vocational traini

Sample English Lesson From The Bank Street College of Education Adult Readers



Mary Rose Is Broke

Mary Rose is mad this week. She is mad because she is broke. She is broke because on Saturday she made a stop on her way to the supermarket. She pulled up in front of Tony's Bar. She hit the horn until Tony came out, shaking his head at her.

"Take it easy," says Tony. "I got sensitive ears. And a headache."

"I'm sorry for your troubles, Tony," Mary Rose says, "but could you please cash my husband's check? I got to get to the supermarket."

Tony looks at the check.

"How would you like some real money?" he asks.

"How would you know how to get real money?" Mary asks him back. "You can't even pay off your bartender."

"Aw, you know me, Mary." Tony gives Mary Rose his big toothless smile. "I always get the real tips. This is a sure thing. Right from the horse trainer himself."

"What odds?" Mary Rose wants to know.

"Ten to one," says Tony. "This horse is a real sleeper. The boys around here ain't seen him run yet. This trainer lets me in on account of I did him a favor."

"So bet on this wonder horse," Mary says. "But will you please cash my check first, Tony? I got to get going."

"It's a chance of a lifetime," says Tony. "You lend me that check a couple hours, Mary. Then you can do some real shopping. And not at the supermarket."

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"When's the wonder horse running?" asks Mary Rose.

"The fourth race, three o'clock. Just a couple hours and you get real money," Tony says, with a big smile.

"I don't know, Tony, I got five kids at home," says Mary.

"You got a mink stole at home too?" asks Tony. "Look, make up your mind. For once you got a sure thing, you should just spend all that check at the supermarket?"

So Mary Rose doesn't spend the check at the supermarket. Her check is riding on the wonder horse in the fourth race. The wonder horse runs fine and comes in seventh.

Saturday night, Mary Rose gives the family scrambled eggs for dinner.

"I'm too tired shopping to make a big dinner," she says. She's holding back three cans of hash for Sunday dinner.

After dinner, the family sits down in front of the TV. Mary Rose turns the sound up real loud. She doesn't want her husband and the five kids to hear her.

She calls Tony's Bar on the telephone. Tony owes her for half of the check, which he put on wonder horse for himself. With half the check, Mary Rose can fake through the week.

The bartender answers the phone.

"Tony's not feeling so good," he says. "He's gone to a card game to feel better. He said he'll call you in the morning."

When Tony calls in the morning, he does not feel better.

"Mary Rose, I'm gonna go up on the roof and jump off," says Tony.

"That would help me a lot," says Mary Rose, slamming down the phone.

On Monday, the kids know something is biting Mary Rose.

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the training of the unemployed from employment responsibility and at the same time to invest the federal monies in the person, to provide him with the "walk around" knowledge which would be the door-opener with employers, and, simultaneously, open his options.

In short, the training thrust was to provide a disadvantaged person with a better control of his future and, at that point, make him the equal of his contemporaries who had successfully completed the traditional educational pattern and are searching for employment and satisfaction in the job market.

This is not to naively contend that desire and understanding always result in fulfillment, that a desire for a particular job is immediately realizable now that a person understands what he can and would like to do in life. But it is to argue that with the ten weeks of intensive pre-vocational training under his belt he has a wider horizon to explore and a better chance to succeed than if he is narrowly trained before awareness has been stimulated.

The Training

All the trainees at the Pittsburg-Antioch IMC received two kinds of training:

1. Basic education, a largely self-instructional system designed to increase English and math skills and, by so doing, to improve employability prospects by facilitating higher scores on company-administered pre-employment tests.
2. Human resources development (HRD), a carefully-structured life-skills and stress-accomodation training combining the inculcation of helpful specific information

(how to avoid garnishment, etc.) with role-playing and other group dynamics mechanisms designed to improve trainee self-image and to improve self-analysis in stress situations.

The basic education component, as originally proposed by the IMC, was to depend on the materials devised by MIND, Inc. However, with the approval of the Contracting Officer, the contractor phased-in newly-developed "LEARN system" during the first 10-week cycle, and a mixture of MIND- and contractor-developed learning materials was used through the other two 10-week cycles of the first year's operation.[*]

The achievement configuration of trainees during the first year was probably a microcosm of the target population, consisting of a substantial number (approximately 25 per cent) of enrollees who were virtually without English or math skills, another substantial number (again, about 25 per cent) who were at, or close to, high-school-graduate achievement levels, and the remainder scattered in between.

To the contractor's knowledge, there never has been an effort to delineate the achievement levels of the potential IMC enrollees in the Pittsburg-Antioch area, and the surmise that the actual IMC enrollment was representative is thus inferential, and is based in part on the two following general characteristics of trainees for such programs:

1. The under-schooled, whose prospects for employment or advancement are blocked because of a lack of education.
2. The under-motivated, whose changes for employment or advancement are blocked because of feelings of self-denigration or hostility toward an economic system which is seen as impervious to penetration.

Needless to say, there are many combinations and permutations between these two extremes, and an important contractor function is to differentiate between the deficiencies caused by one lack and those resulting from the other.

The basic education component relies on five different elements:

– A series of five Adult Readers, developed for the contractor by the Bank Street College of Education, and content geared to adult interests and with vocabulary carefully screened to extend from the third grade reading level to the seventh grade level, according to Lorge word-frequency lists.

– "The World of Numbers," a series of eight text-books in mathematics taking the trainee from rudimentary arithmetic through elementary higher mathematics. Each volume is accompanied by a work-book and drill-tapes for use with a tape recorder supplied by the contractor.

– "The World of Words," a series of four textbooks introducing the various concepts of English-language sentence-construction, vocabulary, spelling and punctuation, again accompanied by workbooks and tapes.

– A mechanical comprehension course providing information on elementary physics in the same way that various employer-administered tests probe for knowledge.

– A how-to-take-a-test course, giving trainees information on how tests are constructed and how to score high on them as well as substantial test-taking practice.

– A specially developed word-recognition and vocabulary-building course for non-readers, also making use of a tape recorder.

In addition to these course, all developed by the contractor, the center also made use of English and math textbooks, workbooks and tapes.

Classes were kept small and informal, with an average trainee/instructor ratio of 12/1, and the non-reader classes averaged an even smaller 5/1.

In all cases, the classes avoided the traditional blackboard-and-straight-backed-chairs approach, using instead a conference table and comfortable chairs. The conference table also housed the tape recorders and their accompanying power unit. In all, there were ten classrooms, of which five were used for basic education and the remainder for HRD. There were seven basic education instructors slots in the center budget.

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Because the system is essentially self-instructional, the basic education instructors are not "teachers," in the traditionally-accredited sense, but rather monitors or guides, available to give individualized help to trainees as they learn through the tapes, textbooks and workbooks.

Of the 17 instructors, six were college graduates, nine had some college, and two had only high school diplomas.

To determine trainee's academic achievement, the Stanford Intermediate Test (Form X) was administered to all trainees before the start of the cycle in which they were enrolled. Form Y of the same test was administered at the end of the fifth week of the cycle, and Form X was again administered during the 10th week. Score summaries are reported in Section II.

Besides the inherent difficulties of administering the Form X test twice in 11 weeks, the contractor believes, in retrospect, that the Stanford Intermediate Test was an awkward instrument, since it did not give sufficient precision in its differentiation of achievement levels at the low end of the achievement spectrum, meaning that achievement "groupings" were imprecise and occasionally skewed.

This, in turn, caused temporary difficulties for enrollees because they were sometimes advised to start the self-instructional materials at a point above, or below, their actual achievement levels.

Center staff also experimented with other tests, notably the Gates-McGinite and Grey Oral, in order to improve this differentiation, but results were not significantly better; the contractor has now started developmental work on a new test series which is being designed to improve the low-achievement differentiation.

The human resources development course is a carefully-structured unit which combines group process work (role-play, confrontation, stress accomodation) with the inculcation of many life-skills previously little known or recognized by trainees. Among these are money management and garnishment avoidance, job-interview skills, employer-employee responsibilities, access to information and treatment, consumer education, dangers of alcohol and narcotics, and including an introduction to mass media techniques.

Outside speakers conduct many of these sessions, and they generally end in lively question-and-answer sessions.

Two HRD classrooms had full videotape equipment; this was used regularly during role-play and encounter sessions, permitting quick replays and self-analysis of progress and motivation.

In general, it has been the contractor's experience that IMC enrollees occupy a middle ground between urban sophistication and rural geniality – and that this often impedes the search for self-identity, a major goal of HRD.

Pittsburg is less than 40 miles from Oakland, the national headquarters of the Black Panthers. Enrollees were knowledgeable about – and in some cases proponents of – the Panther ideology.

Unfortunately, the fact that Pittsburg-Antioch is neither truly urban nor rural meant, upon occasion, that IMC enrollees were knowledgeable about philosophy without being fully cognizant of the disciplines imposed by the ideology.

This is a situation which may hold true for other "urban fringe" areas, and contractor's response – which entailed some additional emphasis on helping enrollees understand their own self-motivations – appeared to meet most of the problems.

Attitudinal or even behavioral change is, of course, difficult to measure, and no claim to such measurement is made here. It is the contractor's judgement that absences and tardinesses from training fell off during the 10-week cycle, and that this behavioral change may be attributable to HRD. (It may also be due to a sense of accomplishment emanating from basic education, or sympathetic staff, or factors unrelated to the center, of course.)

Another possible measure might be the extent to which trainees obtained and held jobs after training at companies where they previously had worked and quit or been fired. But again, it would be impossible to eliminate other human variables in such a way as to prove conclusively that HRD, or general center exposure, was or was not responsible.

In general terms, the contractor believes the behavioral change which brought 66 per cent of the heretofore unemployed trainees to permanent employment is most largely attributable to HRD.

The contractor's program design called for a 10-week exposure of each enrollee to a course combining adult basic education and a life-skills and the attitude-change curriculum called HRD. For the "day" students (unemployed at program entry), the course involved three hours of basic education and three hours of HRD every day for a five-day week. For "night" students (employed but locked into entry level jobs) the course involved 1½ hours each of basic education and HRD each day for a five-day week for 10 weeks. Completion of the course required 300 hours for day students and 150 hours for night students.

The 10-week time-frame is based on the contractor's experience that:

(a) a longer pre-vocational training period is unsatisfactory to the trainees, many of whom are unaccustomed to the deferred gratification requirements of an extended period; and

(b) a shorter period is unsatisfactory because it does not permit sufficient time for the absorption, and mastery of the curriculum, and consequently leads to poor results in tests administered by potential employers. Also, the HRD curriculum relies heavily on "group process," and the groups generally do not achieve full cohesiveness until about the sixth week.

During the second year, the contractor is experimenting with several variations on this format – reducing HRD sessions from three hours to two, abandoning basic education altogether in favor of full days of HRD, abandoning HRD altogether in favor of extra-heavy doses of basic education, and providing for possible completion in as little as seven weeks – or as many as twenty for non-readers.

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In each case, the deviation came about because of specific conditions at the center, and in each case the modification proved helpful in overcoming the specific problem, but in no instance was the contractor convinvced that a basic change should be made in the overall methodology.

(1) *Reducing HRD length from three hours to two.* In the first cycle, several enrollees complained that individual HRD sessions "lasted too long." Conversely, there were a few who said they were too short. In retrospect, the contractor's trainers believe the first complaints were essentially a cop-out by trainees threatened by HRD's demands for articulateness in quasi-confrontation situations. The experiment was ended because the reduced time did not end the complaints.

(2) *Abandoning basic education altogether in favor of HRD.* This happened only once, and came with an extremely hostile group of trainees who were unwilling to take part in the basic education activity. In effect, then, the experiment was forced on center staff by the enrollees, and it ended after the hostilities were "talked out" through marathon encounter activities.

(3) *Abandoning HRD altogether in favor of basic education.* This technique was used on a few occasions when stable and adjusted enrollees were felt to need heavy educational inputs during the latter stages of a cycle in order to prepare for industry testing. The objective was to bring the individual trainee to a "peak" at test-taking time. Contractor is reasonably satisfied with the results, and the technique will be repeated when necessary. It is not useful, however, with trainees whose attitudes are not stabilized; since most center enrollees fall in this category, it is not possible to abandon HRD.

As mentioned earlier, the "night" students were, for the most part, dead-ended but employed persons, and their attitudes toward the "world of work" were reasonably good. This might suggest that HRD content could be reduced for these enrollees, and more educational content could be added. But this was not the case because, despite reasonably good attitudes, many of the night enrollees were deficient in the practical information imparted by HRD – how to avoid garnishment, how to obtain emergency medical services, how to obtain counsel, etc. For this reason, no time reduction was made for night-time HRD, although the content was changed slightly to provide the needed practical information.

V PREPARATION OF THE IMC: METHODS AND PROBLE

Contra Costa County had originally been suggested as a location for a manpower training program by officials of the Bay Area Management Council, and the choice was finally narrowed to the Pittsburg-Antioch area. Representatives of the contractor and DOL met several times with local industry and community leaders prior to the consummation of the final agreement.

Among groups and individuals consulted were the Bay Area Management Council for Employment Opportunities, officers of the California State Employment Service, the Director of State Vocational Education, top corporate officers of industry located in the Pittsburg-Antioch area, the Industrial Association of Pittsburg-Antioch-Nichols, the Oakland branch of the National Alliance of Businessmen, and officials of the Concerted Services Project (community action agency) in Pittsburg. Those consulted confirmed the need for the kind of program they envisioned being offered by R&D and DOL.

The needs, it was thought, were clear:

(1) There was a shortage of stable manpower for industry;

(2) There was a high degree of unemployment among minority and disadvantaged persons;

(3) There was a dearth of existing successful programs seeking to ameloriate the employment situation in the area.

The day-to-day immersion and investigation during and after the organizing of the IMC resulted in an additional analysis:

– The labor and general economic situation in the target area was much more complex than industry had projected: there was a high degree of employment, increasing every month.

– There was, however, a decreasing need for unskilled manpower. Plants were being automated, and working forces cut back.

– Although the amount of dollars invested in Contra Costa County increased in the five-year period preceding the establishment of IMC, the amount of employment did not increase accordingly.

– In addition, part-time farm work and seasonal work in canning factories decreased.

In Contra Costa County, between the years 1958-1968, employment increased by 50% or 48,000.[1] However, the growth was not consistent around the County: in the nearby community of Concord, wages rose six times as fast as they did in Pittsburg.[2]

In the Pittsburg-Antioch area, between the years 1958-1968, the population increased 75%. Yet industrial jobs increased only by 10%.[3] The non-white unemployment rate in Pittsburg for 1960 was three times the white rate. Blacks comprised less than 10% of the total Pittsburg population.

From the contractor's vantage point, several possible speculations are possible: the industrialists and civic leaders misread the problem of unemployment in their areas; they wanted a "new program" so badly that they did not stop to analyze precisely what kinds of services were to be offered by the IMC; they saw a large number of unemployed people, including signigifant numbers of blacks and Mexican-Americans, and were concerned about the possibility of racial disturbances similar to those which had been occurring around the country; thus, any program which purported to be "dealing with the minorities" was favorable. They could say, "Sure, we'll help all we can."

The contractor believes the center's early days would have been more productive had there been independent pre-planning, a joint government-industry analysis of the economic and labor situation of the community, one which probed beneath the surface of the industrialists' and agencies' welcome.

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Since no one was quite sure of the characteristics of the target population, assembly of potential enrollee profiles proved to be one of the first priorities for the functioning IMC.

The next was to communicate this knowledge and understanding to the industrialists, businessmen and the community power structures. It is anticipated that the methodology will be a pre-requisite and functional part of any replicated IMC. Industry, as could be anticipated, needs a greater general knowledge of the potential enrollee population.

As the IMC dug in, it learned the job market was not as open to unskilled workers as projected by local authorities. While some of these were on record in support of the manpower training, their operational personnel were not committed to offering jobs.

Often they were hiring with an eye to those who *presumably* could perform adequately two steps up the ladder where the true rank and file job lay. In this regard, they tended frequently to "write-off" the type of clientele the IMC served.

This has been a changing situation where time is running in favor of the center.

Community leaders, institutions and agencies were, if not hostile, watchful rather than receptive. This has changed considerably.

The target populations, as expected, were uninterested and skeptical. Successful graduates are changing those images.

It is now apparent that a strong, experienced job development staff should be in an area for months prior to the opening of an IMC, preparing the economic surveys, establishing contact with the corporate establishment and the smaller employers, and training the local staff to complete the work.

Actually, while this will make the task easier, the advantage will be relative. Until an operational center begins to produce qualified graduates, the level of community acceptance will be low. The community of the poor, industry, official agencies and community leaders need to be shown what a center can produce before they will begin to make the commitments necessary for ultimate success. In short, more spadework is desirable, but only a successful operational program can begin to influence a community such as Pittsburg-Antioch.

By the time contract negotiations had been completed between the Labor Department and USR&D, there had been, of necessity, considerable contact and inquiry with many individuals in the community. There took place a phenomenon common to any news in a smallish city — the multiplying, to varying degrees, of information and misinformation about the whole affair: what kind of program was it going to be? What kind of sponsor did it have? Who was to be involved? Would it compete with other programs? In the very tightly-organized community of Pittsburg, there developed considerable resistance to the idea of a program coming in from the outside, to a program to be run by a profit-making concern from "back east", indeed, from New York!

Representatives of the Downtown Merchants Association requested both the Manager of the Chamber of Commerce and the Pittsburg Chief of Police to contact other cities in the Southeast where the contractor had run similar programs: they wanted to know R&D's reputation, and what had been done with and for poor people. What kind of social and economic awareness would it bring to the deprived? Were the purposes constructive or destructive?

This concern was repeated in talks with many citizens over the past year. It was revealed strongly at a meeting of the Pittsburg Planning Commission, which was acting on a request for a building use permit for a proposed center site in the downtown shopping district. The commissioners spent several hours discussing the application, concentrating their comments on the necessity for adequate fire exits, and the availability of sufficient downtown parking facilities. Senior IMC staff were present, and had explained the program. The City Manager, who had been approached beforehand, was much in favor of granting the permit. The others vacillated, and it was clear to those present at the meeting that the questions the commissioners were really considering were not those they were discussing. There was obviously an unarticulated concern about the public reaction to facilitating plans which might bring large numbers of "unemployed" to the downtown area.

It is relatively easy, in terms of the total effort expanded by a project of this kind, to approach the community thoroughly, and to lay careful groundwork for full scale arrival. Negotiations, because of their nature, raise some hopes and fears — some real, some imagined. Groundwork should attempt to allay the fears generated by the rumors of a program, and by the contract talks and discussions. It is essential to convince the local people that not only will and should they be involved; but they should also be approached in such a way as to make them understand their advice and experience is being sought, and to give them credit for their forethought and insight.

It is important, while doing this spadework, that the center's unique status — independent of other agencies, although inviting cooperative linkages — be carefully explained.

This necessity can be seen in the early relationship between the IMC and an established agency. The agency offered total cooperation, including work space at their facility. For an "outsider" this was too generous an offer to overlook. Therefore, trainee recruiting and community contact work was conducted from this agency. IMC, naturally, made every effort to demonstrate its own independence, but, as can be suspected, it became common knowledge that the IMC was located at this agency, leading to the inaccurate assumption that the two were operating a joint effort.

IMC subsequently discovered that this agency had not achieved a particularly good name with the poor and and primarily black community it was seeking to serve, nor with the white establishment power structure. It wasn't until several months later, when members of the staff had developed trusting friendships with target residents and local leaders, that this information was validated. By this time, the center had moved to its own facility and rapport with both communities was established — but only at the cost of valuable time.

In general, the process of establishing a center in this sophisticated area took longer and was more difficult than the contractor had experienced in any other location. In Bridgeton, New Jersey, for example, it took exactly three weeks to arrive, set up, find an appropriate site, recruit and train local staff, influence a

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In general, the process of establishing a center in this sophisticated area took longer and was more difficult than the contractor had experienced in any other location. In Bridgeton, New Jersey, for example, it took exactly three weeks to arrive, set up, find an appropriate site, recruit and train local staff, recruit trainees and begin the session. In Pittsburg, it was 2½ months before classes opened in a temporary site.

By traditional standards, ten weeks is not a long time, but in a cost-conscious operation, set-up time is unproductive time in the specific terms of training unemployed; in the generalized goal of enlightening a community, it is time well spent.

Finding a suitable center building in Pittsburg proved to be an impossibility. IMC required 6,000 square feet of air-conditioned space. The place first selected in the downtown area required extensive repairs and the facility ultimately was rejected.

As IMC staff began to scour the area for other possible sites, only a few were discovered. One was a group of small stores. Another was the huge abandoned administrative building of Ethyl Corporation plant between Pittsburg and Antioch. After many calls it was discovered that the renovation cost would be prohibitive.

Because of concern about IMC's credibility with the trainees, and because no real prospects were in sight for a center, it was decided to request permission to open temporarily at an elementary school in Pittsburg.

It was at this point, towards the end of July, 1968, and about 2½ months since IMC personnel had arrived on the scene, that the first signs of community support for the center began to develop when the School Board voted unanimously to lease 10 classrooms to IMC for a three week period. The editor of the Pittsburg newspaper and various community leaders began to help in the search for a long-term location.

When a suitable building was found in Antioch, six miles away, careful thought was given to a possible move. The building was a one-story, attractive structure in a square, opening on an airy quadrangle with flowers and plants, and a small tiled pond. The rooms were adequate in size, although somewhat on the small side. There seemed to be just enough space. The distance from Pittsburg would cause some transportation problems. However, this would give the trainees practice in arranging car pools, and reinforcing the advice that they get their cars and licenses in working order.

The negatives, however, were great. Antioch is an all-white town and, except for the large industries in Antioch, virtually no one was aware of the existence of the IMC. Whatever placating, explaining, involving, including, etc., had been done in Pittsburg, less had been done in Antioch. The whole procedure would have to begin again; in addition, the trainees would have to be convinced to enter what most of them considered – justifiably – to be alien territory; the building would have to be prepared rapidly; and all this would occur while the first cycle of a new project was beginning operations with a partially green staff.

The decision was made to transfer to Antioch.

What actually resulted was that one summer Monday morning, the IMC appeared in Antioch as a *fait accompli;* very few Antiochans knew what it was and from whence it had come.

The pool hall across the street had been incorrectly described as a hangout for local "white toughs." Many people were apprehensive. This time, however, friendly contacts in Pittsburg could help pave the way. And, aside from a few broken windows

VI CENTER STAFFING AND TRAINING: PROBLEMS AND POT

A theory of the R&D operation is that the corporation can train people in the new techniques, and can afford to take the time to meet the complex problems of training local people to fill these complicated and unique positions.

One of the key and singular positions is that of an HRD trainer. This person must get behind the facade and frustrations of the poor. He must be uniquely skilled to strip away what most employers feel is a layer of hostility towards employment and towards society.

U. S. R&D has developed a Human Resources Curriculum to do this job. The corporation trains people to teach within this curriculum. Of necessity, the local conditions, and the personal attitudes of each trainee, make the curriculum flexible, and place great demands on the trainer and on the training staff. As a result, a high attrition rate of local personnel is expected.

A trainer must be many things. He has to be quick witted and quick-tongued, callous at times, innovative, ready to experiment, imaginative, ready to learn from his mistakes, and interested in and dedicated to what he is doing. He also has to have a calm confidence in himself and in what he is attempting to do, so that cruel and unkind comments by trainees do not wound deeply.

There is no question that being a trainer at IMC is a demanding job. The ten hour day is common. Trainers are dealing with unusual problems, in addition to the expected ones of teaching basic education or leading HRD sessions. They have to contend with – and channel into learning experiences – alcoholic trainees; others addicted to or tempted by narcotics; hostile and bitter trainees; and unmotivated candidates.

The trainers are responsible for follow-ups on graduates from previous cycles; they have to make frequent personal visits; check into attendance problems; accompany trainees to job interviews; appear in court to vouch for and sometimes serve as counsellor for arrested trainees; and be available for on-the-spot counselling.

These demands, when coupled to the contractor's desire to train inexperienced local people on the job, mandates a high and expensive turn-over rate. It means that a constant training program must be an integral part of the program. It demands that a director be a strong person, who not only turns out to the community, but in to the needs of his staff.

Staff training in advance of the start of the first cycle, originally scheduled to last one week, was extended an additional five days in order to increase trainer capabilities.

Training consisted of curriculum presentation and group dynamics work during the day, and sensitivity and management training in the evening – classes lasting past midnight. The live-in setting at a nearby motel was a strain on those with families, and the center and training directors had to spend was beginning operations with a partially green staff.

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The pool hall across the street had been incorrectly described as a hangout for local "white toughs." Many people were apprehensive. This time, however, friendly contacts in Pittsburg could help pave the way. And, aside from a few broken windows and name-calling the first week, events progressed relatively smoothly.

1. CAMPS survey, planning for FY 1970, circulated in March, 1969.
2. CAMPS survey, planning for FY 1970, circulated in March, 1969.
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ENTER STAFFING AND TRAINING: PROBLEMS AND POTENTIAL

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Training consisted of curriculum presentation and group dynamics work during the day, and sensitivity and management training in the evening – classes lasting past midnight. The live-in setting at a nearby motel was a strain on those with families, and the center and training directors had to spend considerable time placating frazzled husbands, and trying to convince the unsure they had the qualifications to remain.

Each candidate for a staff position was carefully informed that the job would entail long hours and hard work, and occasional night and weekend work, and that frustration and overwork were common by-products of the job.

Despite this, there was never a shortage of job applicants, and from them a great deal was learned which will not only be applicable during future cycles of the center but for any program which replicates this model.

Rather than rely entirely on referrals from public and professional employment agencies, community groups and leaders, the Center used local newspapers to advertise approximately twenty open staff positions. During the first week of June 1968, over 200 people applied for staff positions. In the year since, more than 100 additional people filed applications and were interviewed.

In selecting the original local staff, IMC learned that a high school diploma or two years at a local junior college did not insure an individual would be competent in the reading-writing-spelling-arithmetic aspects of the job as an IMC trainer. Despite their paper credentials, several newlyhired local staff members were deficient in academic performance.

As could be anticipated, some people accepted the responsibility of the job who were not able – due to family commitments or personal inclination – to respond favorably to such conditions. As the center policy developed, any candidate who expressed more than normal doubt about her husband's reaction, or his wife's reaction, or his own reaction, was let go; no cajoling was attempted. As a result of this, the subsequent staff retention rate was increased.

For the second cycle, six new staff members had to be hired; for the third cycle, five new members; and for the projected fourth cycle, only two new staff members are required.

Training continues on-the-job, and at periodic sessions with curriculum and management specialists.

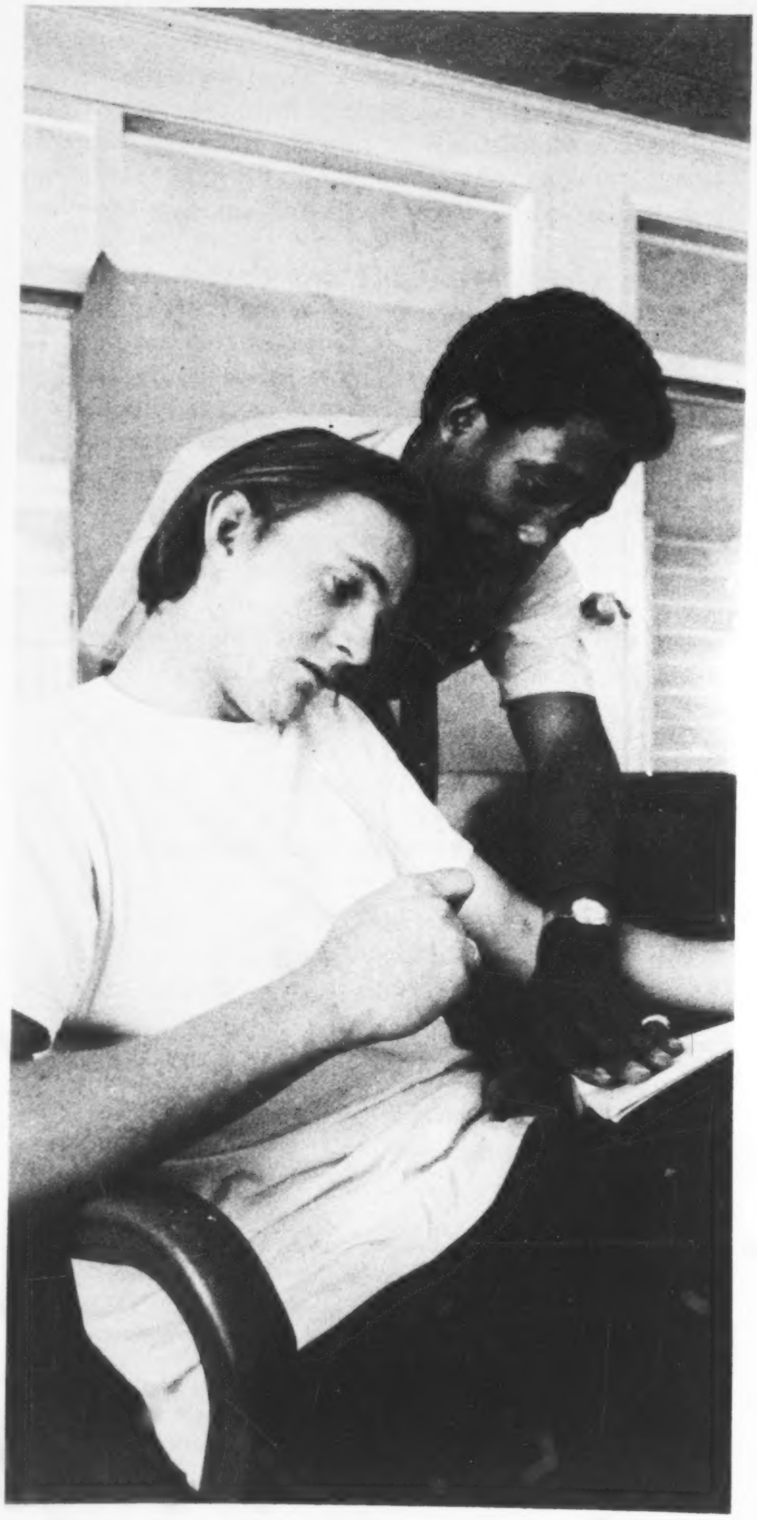
In recruiting top administrative personnel, a year-by-year federally – funded project presents difficulties in interesting the most successful local business, community or agency managers.

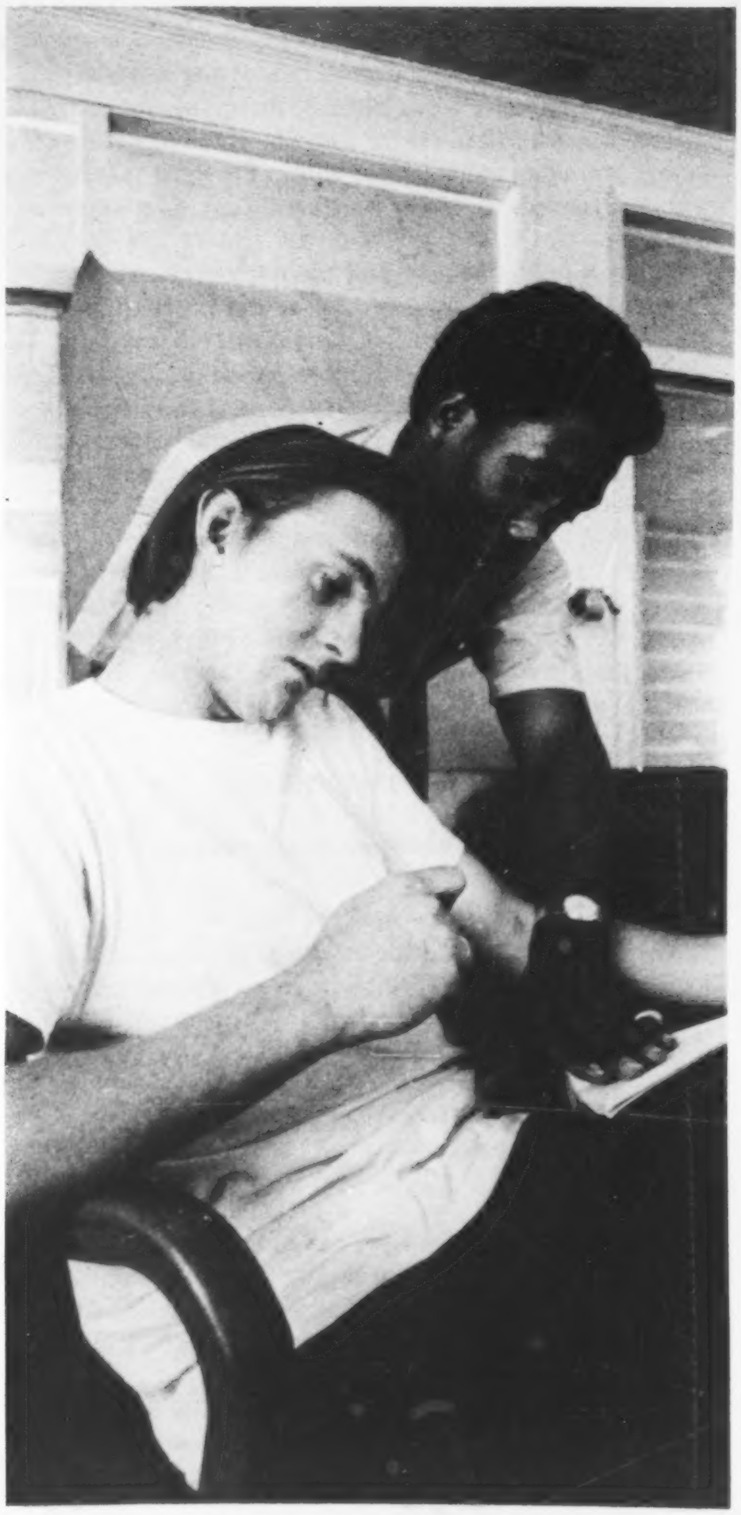
While R&D can offer corporate security, it would mean relocation for a locally–hired administrator if the project were not refunded, or if a local organization did not move into sponsorship. In other R&D projects, particularly in the south, the salary level and the proximity of alternate sites enhanced the recruitment of local administrators. Higher California salaries, and the remoteness of the Pittsburg-Antioch facility from other R&D centers, made local recruitment for administrators and managers more difficult.

In all probability, these local managers would have families, and would not be mobile enough to accept a year's employment in Antioch, and then be shifted to another R&D center somewhere else in the country, if this one contract were not renewed. If they were to come from an industry, they would lose their seniority and benefits.

It is an interesting fact that *all* R&D senior staffers who came to establish the center were single, without immediate family responsibilities. All had worked at other R&D centers, and were used both to the rigors of moving to a new city, working 12-hour days and weekends and getting together a center.

Of the twenty-four people who left or where transferred during the year, eight were fired because of inability to do the work, get along with the trainees, or function under continue pressure, and 16 left for better jobs, either at higher pay, or more in





line with their personal interests, and more in keeping with traditional working hours and conditions. For many of these, IMC training was a step ladder to advancement.

Of the 24 staffers who have left IMC, six were HRD trainers, 12 were basic educational trainers, three were secretaries, two were job developers, and one was a trainee coordinator. They worked from two weeks to 10 months. Twelve of those who left were under 25 years of age, six were between 24-30 years, six were over 31. Eleven of the 24 were single and 13 were either married or had family responsibilities. Fourteen were female, 10 were male.

1. Average length of stay, employees hired locally, no longer employed by IMC . . . . .3.4 Months
2. Average length of stay, employees hired locally, still employed at IMC . . . . .7.5 Months
3. Average total length of service of employees with prior USR&D service before assignment to California 8.5 Months
4. Average length of stay of USR&D employees at Pittsburg-Antioch Inc . . . . .5.0 Months

(Figures do not include administrative positions)

In its other centers, R&D has moved some former trainees into training positions, particularly in the area of basic education, or as assistants to HRD instructors. This movement, of course, has enormous advantages. This is also being tried at Antioch.

The first attempt with a trainee did not work out well, but utilizing that experience a second trainee has been hired for advancement. Steps were taken to make sure that this trainee first completed the IMC course, and then he underwent the same training as staff, and was given, in addition, considerable individualized training. The staff is taking great pains to consider him one of them and no longer a trainee. Long discussions concerning his own attitudes towards the program, staff, and his former fellow-trainees and friends are being held. Furthermore, no promises or suggested promises had been made him at the beginning of the cycle, although staff had perceived most rapidly his intelligence and capabilites. His personal life was filled with many problems similar to the first young man. He had been in jail and is currently on probation. IMC will insist he gets a telephone, and will do what it can to intercede in personal problem areas *before* the problems become too serious. He is an intense, thoughtful individual, with his own brand of black militant passion, and a strong personal identification with the target population.

Each senior staff change at the Center was in response to a need and helped to strengthen certain felt needs in the structure (training, administration, recruitment, job development, placement). The contractor's depth of personnel enables it to move men around rapidly to fill exposed needs. For all practical purposes, the Pittsburg-Antioch demonstration has received first priority and has received the attention of a number of senior R&D staff members. At one time or another, three of the top R&D staff members. At one time or another, three of the top R&D staffers (one a woman) have taken top administrative positions at Antioch. Almost everyone in the corporate chain of command from the trainees to the senior executive of the company have had first-hand experience at Pittsburg-Antioch.

The current R&D center director is a black man who was trained as a manager within the R&D system and has served as a center director in two other locations.

There is no doubt that staff, as much as procedure, curriculum and management, is at the heart of the R&D operations. The unusual length of time spent on screening and training personnel, while costly and sometimes undesirable from a traditional management viewpoint, is necessary to the success of not only this project, but the concept of an industrial manpower center.

Candidly, a blend of black and white managers is needed. The same blend is needed for trainers. There are few black managers in the country with the experience to enter these top jobs. There are few people, white or black, trained in methods which are unique and needed for training the hard core

VII. THE GHETTO AND THE "PROGRAM WEARY" TRAINEES'

A substantial portion of the local black community lives in an area which is geographically part of Pittsburg, but which is technically not included in the city. It is controlled by the Country. And, as Shakespeare once wrote, "There's the rub."

The El Pueblo district is primarily a low cost housing, black ghetto. All public services are provided by Contra Costa County: police (by the Sheriff's office), fire sanitation, emergency hospital care and utilities.

The residents of El Pueblo consider themselves citizens of Pittsburg. They attend Pittsburg schools, visit freely with friends and relatives inside the city limits, yet, for voting purpose, they are residents of the County and can not vote for city officials and can not work in city jobs. Although the city's hospital facilities are nearby, they must still use these located at Martinez, some twenty miles away, because these are the County's facilities.

The El Pueblo trainees at the IMC claim that the county facilities are inferior to those provided by the city. There is a running controversy in which the city says it wants to include El Pueblo in its jurisdiction, but cannot until the County fixes up the streets, lights, sanitation, etc., to bring it to a "par" with the rest of Pittsburg. The poor feel they are caught in the middle of a technical argument which will not be resolved.

In April, 1968, following the assassination of Dr. Martin Luther King, rioting and violence broke out at Pittsburg Senior High School. Many students, mostly black, were arrested and subsequently expelled. This heightened tensions in the area.

One week before the opening in July, a disturbance occurred in El Pueblo between the residents and the County police. The incident involved shooting, policemen in riot gear, arrests and woundings, and considerable confusion. Several of taken top administrative positions at Antioch. Almost everyone in the corporate chain of command from the trainees to the senior executive of the company have had first-hand experience at Pittsburg-Antioch.

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Candidly, a blend of black and white managers is needed. The same blend is needed for trainers. There are few black managers in the country with the experience to enter these top jobs. There are few people, white or black, trained in methods which are unique and needed for training the hard core unemployed.

Yet the relevance of these men and women plays a key role in the operation of the Center. What they contribute, above and beyond their official functions, is an intimate understanding of what is behind the attitudes of the trainees. They are not only role models to be emulated, they can speak back "eyeball to eyeball" with a trainee, understanding the frustration, having lived through it, but showing that determination, changing conditions and a certain amount of luck can combine to create success if the trainee is willing to abandon this shell and start down the right road.

It is not easy, as the trainers and staff will attest. The work is difficult and long. The turn-over rate of those who try is high. But for those who stick it out, the rewards are in the lives changed. In a tight community like Pittsburg-Antioch, the several hundred graduates can have a tremendous impact on the future of that area, opening up the doors to non-violent cooperation and understanding at a level far above the goal of this project.

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One week before the opening in July, a disturbance occurred in El Pueblo between the residents and the County police. The incident involved shooting, policemen in riot gear, arrests and woundings, and considerable confusion. Several of those arrested and wounded were scheduled to begin training at the IMC.

This incident again raised the level of tension, leaving all the people of the city and county shocked, nervous, bitter, afraid and angry.

The situation, however, gave the IMC its first chance to demonstrate its ability to function within both the minority community and the establishment.

The Pittsburg police chief, who had already been approached by IMC senior staff in a courtesy call (and who had, at the request of local businessmen, called other cities in which R&D had been located) was invited to visit with some of the human resource development groups to discuss the recent turbulence.

To the surprise of some of the trainees, he arrived, alone. The session was candid and heated. It lasted longer than the normal class period. The answers were not satisfying to either side, but it opened up a channel of communications which has helped the center, and its trainees, understand each other.

After the chief had gone, the trainees decided to call the sheriff who the police chief had said had the jurisdiction for El Pueblo. The undersheriff responded and came to their HRD session.

For the contractor, this incident and the two discussions provided a direct insight into the tensions of the community and the gap which existed between the trainee and those who would be expected to respect the trainee and hire him for responsible employment.

As a group, the trainees were anti-local establishment. They felt repressed, but were not docile.

More than half of the trainees had arrest and conviction records, ranging from rape and armed robbery, to disturbing the peace, to possession and sale of narcotics, to failure to appear on traffic warrants. From the employers' viewpoint, this fifty percent were already ineligible for employment on the basis of their arrest records alone.

They had also "failed" in school. Although the average last year of schooling was the tenth grade, the average entrance scores on the Stanford Achievement test were 6.3 (cycle I), 6.7 (cycle II), and 6.4 (cycle III). (These scores *exclude* the special classes for non-readers.)

The trainees could articulate and express their dissatisfaciton with the "system;" and their dissatisfaction with traditional educational methods. They demanded changes and better lives for themselves. And they were aware of what was happening in their communities to produce or retard these opportunities.

Many of the men, and a good number of the women, had worked at one time or another at the large factories along the river between Pittsburg and Antioch: Johns Manville, U. S. Steel, Glass Containers, Fibreboard, Crown Zellerbach, Continental Can. Of the 360 graduates, 175 admitted to having had at least one job in one of these factories. The breakdown is as follows:

Number of graduates who admitted to having one factory job prior to enrollment at IMC . . .106

Number of graduates who admitted to having two factory jobs prior to enrollment at IMC . . .43

Number of graduates who admitted to having three factory jobs prior to enrollment at IMC . .1

Number of Graduates who admitted to having four factory jobs prior to enrollment at IMC . . . .

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Aspirations also often were mixed:

–"I do not want to go back into constructio work." –Enrollee Curtis Brown.

–"I would like to drive a pick-up truck." –Enrollee J. F. Camp.

–"I would like a white-collar job, and sit behind a desk." –Enrollee B. J. Ervin

The trainees had real problems, with police, money, women, men, drugs, jobs, and they wanted real solutions, sometimes solutions far beyond the scope of an employment program.

State welfare stipends are better than average. A woman with a child receives $148 per month, plus medical and other benefits. Most of the men said they had "hustles" which produced for them.

There was a significant drug culture in the community, involving the use and sale of marijuana, speed, crank, barbituates, and amphetamines (this was true among some of the trainees from Pittsburg and also among some of the teenagers of Antioch).

The majority of the target population in the Pittsburg-Antioch area were factory-weary, articulate and harrassed, possessing skills which in many cases

Number of graduates who admitted to having three factory jobs prior to enrollment at IMC . . 18

Number of Graduates who admitted to having four factory jobs prior to enrollment at IMC 8

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The majority of the target population in the Pittsburg-Antioch area were factory-weary, articulate and harrassed, possessing skills which in many cases they were unaware of, and possessing ambitions of vast – and varying – proportions. Job aspirations were often out of line with academic and other qualifications. Their responses lacked the necessary specifications. They wanted "interesting" jobs, and "good" jobs. Their problem was not *lack* of previous employment, but a garbled, confused, irregular work record. They had had negative school experiences, along with unhappy work days. Paying taxes, especially to the residents of the El Pueblo area, did not seem to make *any* sense at all, because they were so far removed from influencing or participating in the government which ruled them.

Money for food was not a big problem, and the MDTA stipend they received was considered by most to be "mickey mouse stuff" (which is not to suggest that they did not fight for every penny they thought was due them, and for some pennies which were not).

The cities of Richmond, Oakland and San Francisco are nearby, and have had their influence. The black movements and general racial tension in Richmond especially have produced local Black Panther groups, and many Black Muslim converts. Organizers and leaders from the big cities have been in Pittsburg, on and off, for several years.

The program-weary trainees were not initially impressed with a program which promised to help them get jobs in factories, which, to them, provided little security, frequent lay-offs, and low prestige value.

While the Anglo, and usually young, trainees from Antioch and West Pittsburg shared some of the attitudes and life styles of the black El Pueblo residents, the Mexican-American trainees from the delta areas and farming communities of Brentwood and Oakley were on the other side of the scale.

The majority of the Mexican-Americans were older and more settled, with large families and substantial welfare allotments. Their employment histories were more limited to agricultural work and they often revealed a kind of shy reluctance to seek work in the large industrial plants.

This section, necessarily, has generalized about IMC trainees in a way that seldom occurred during the first year of operation. To succeed, in training, in job placement and job retention, the Center had to recognize each trainee as an individual with individual concerns and individual goals.

VIII. ENROLLEE RECRUITMENT

Recruitment for Cycle I was difficult. Despite door-to-door canvassing, referrals from agencies, radio and television spots, and employment of local street leaders, several more weeks had to be spent at recruiting than expected. About 400 people were interviewed, and tested, for the 150 which were accepted.

For the first cycle, a successful applicant had to pass through four distinct procedures: an interview; testing; medical exam; and certification by the California State Employment Service. Many of the applicants could not be accepted because they had physical problems, they lacked one year's work experience, they were not single and self-supporting or head of household (hence ineligible for the stipend), or because they were determined not to be truly interested in the program or in going to work.

For the second cycle, IMC had expected its word-of-mouth reputation to increase the number of "walk-in" applicants, making door-to-door and bar-to-bar canvassing unnecessary. Not so. The recruiting techniques had to be used again.

Even so, recruitment for the second cycle was easier. Many first cycle rejects were reconsidered. IMC graduates were hired as recruiters and could give the Center the stamp of their personal approval. The word had begun to spread, and many people came in because they knew a Cycle I graduate who had gotten a job. The word also was getting around that IMC staff had been helpful in court, a place where many potential trainees need assistance. (See "Success Stories," Section X.)

Approximately 450 people applied and were processed for Cycle II. MDTA certification was made easier by CSES personnel stationing themselves at the Center for the first few days of the cycle – a breakthrough in inter-agency cooperation, since CSES previously had not out-stationed its personnel.

Thus, the "processing" procedures were cut almost in half, and fewer applicants lost out on consideration because of failing to arrive at an appointed place at a certain time. There were four weeks between the end of Cycle I and the start of Cycle II, with half of the staff devoting full time to recruitment and half to placement.

Between Cycles II and III, only three weeks elapsed, in order that there would be several weeks available after the conclusion of Cycle III, and before the expiration of the contract, to work exclusively on job development and placement.

Recruiting for the third cycle was the easiest – over 600 people were interviewed and tested during this time, and a greater percentage than before proved to be eligible for the program.

As each cycle began, the Center would receive phone calls from various agencies, inquiring why some of their clients had been rejected. A small percentage of the rejectees also called, or followed the suggestion in the IMC letter of rejection by coming into the Center to discuss the reasons.

But at the start of Cycle III, there was an avalanche of agency calls, and an equal avalanche of irate unsuccessful applicants. In several cases, reverses in decisions were made, because of great perseverance on the applicant's part, or because some data had been overlooked. The conclusion of IMC was that it had become, if not popular, at least respectable enough that being rejected was "out." (One rejected applicant attended classes for three days before he was discovered and then was formally enrolled for his motivation and perseverance.)

Being "in" did not mean gratefulness, or "settling down," or "applying" oneself. At the outset, attendance was erratic; classes were noisy, and often upset by walk-outs and other disruptive behavior; trainees were skeptical and stole cue balls and food from the recreation hall across the street.

For a few, the center was a lark, easy to put on, a good place to hang out with friends and pass the time. Even those who needed to learn, and knew it,

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For a few, the center was a lark, easy to put on, a good place to hang out with friends and pass the time. Even those who needed to learn, and knew it, had to be tough to maintain their self and peer images.

But as classes continued, they settled in, taking full advantage of the program, but always maintaining their defenses. At graduation, perhaps, the defenses were momentarily dropped.

Enrollee recruitment techniques followed this pattern: Local IMC staff, under the direction of a U.S. R&D trainer, canvassed poverty neighborhoods in door-to-door and bar-to-bar recruiting. Nearly 10,000 flyers were distributed each cycle at churches; homes; public housing units; supermarkets; pool halls and bowling alleys; barber shops; restaurants and bars; thrift shops; clubs and public agencies; and industrial plant parking lots. (A typical recruiting leaflet will be found in the Appendix.)

Some of the most effective recruiting was done by local residents employed by the Center on a per diem basis. For the second and third cycles, IMC graduates not yet placed were employed to work on recruiting teams with local center staff.

The Pittsburg radio station ran 60-second spots, and a popular local bandleader plugged the Center in public service announcements. Two staff members were interviewed on a soul program of blues and jazz. Newspaper ads were placed in all local papers. Movie theatres in Pittsburg, Antioch and Brentwood ran slides on IMC as a public service.

Local industries posted recruiting notices and posters on plant bulletin boards, and IMC staff distributed leaflets during shift changes in parking lots and at plant gates, asking employees to "spread the word" to unemployed friends and relatives. Union halls and central labor council meetings were covered in the same way.

Cooperation from governmental agencies and civic groups was excellent:

– California State Department of Employment Counselors distributed leaflets and referred applicants. The manager of the Pittsburg office

INDUSTRIAL
MANPOWER
CENTER

made available lists of more than 250 names of hard-core unemployed. Letters to all persons on these lists were reinforced by personal visits.

—The director of training for U.S. R&D, IMC's training director and his assistant training director addressed 150 social workers of the public welfare agency. Lists of potential applicants were received from Social Service branches in Pittsburg, Pleasant Hill and as far away as Richmond and San Pablo.

—The Community Center in Port Chicago printed and distributed news releases on IMC.

— The Public Health Department offered office space for IMC recruiters on busy clinic days. Patients were interviewed and advised of the program.

—The President of the local Athletic Association distributed flyers to all the local coaches.

—One of the bilingual staff members met with the presidents and members of several Latin American Organizations. Other staff members addressed their own congregations; pastors put notices in their church bulletins, explained the program from the pulpit and distributed flyers. IMC staff met with the president and members of the Pittsburg Ministerial Association.

— The Deputy Director of the California Selective Service Commission mailed flyers and other information to Selective Service rejectees.

—The county probation officer and the city police chief advised their departments of the program and referred potential applicants.

— The Drop Out Prevention Officer of the City School System publicized the IMC program to both parents and students.

— The State Department of Rehabilitation and the Pittsburg Director of Vocational Rehabilitation accepted IMC rejectees as well as assisting the Center with referrals.

IX. JOB DEVELOPMENT AND JOB MATCH

The large employers of the Pittsburg-Antioch area had been contacted and surveyed long before the Department of Labor's contract with the U.S. R&D Corporation was executed. They were interested in the program's concepts, impressed by previous successes and committed themselves to support and assist to the Center. But these attitudes were not immediately translated into jobs.

After several months in the area, these specific job facts became apparent, altering the emphasis described in the original proposal and forcing the development of new strategics:

Company No. 1 had been operating in the red for the previous year, and anticipating further cutbacks;

Company No. 2 had hired no new employees in one and one-half years;

Company No. 3 hired only one new employee each year.

Only six local industrial employers had made basic job pledges to the National Alliance of Businessmen. Of the 153 total pledges, 120 came from Company No. 4. This plant was anticipating a strike in August 1968, and consequently did little hiring in the months preceding the expiration of the contract with its union. Shortly after the threat of the strike passed, the plant found it necessary to lay off 240 employees, and it continued to lay off until December 1968. At this time the total laid off was approximately 350. Before the lay-off, it had filled 70 of its 120 NAB pledges. The balances of 50 it had hoped to fill in the spring of 1969 and, as much as possible, from IMC grads. Cutbacks in expected orders have limited hiring, and it has employed but a small fraction of the 50.

Company No. 5 went through a prolonged recession, which forced it to reduce work force and to change from three shifts to two 12-hours shifts. The personnel manager could offer little help, except for speakers and the use of industrial training materials.

Company No. 6 does not hire from November through January, and did not have many openings when it was hiring. This company, and several others, tend to lay off employees with regularity. Those laid off are the ones hired most recently. At one loca plant, for example, two IMC graduates were hired on Wednesday, and laid off the following Friday.

In addition, a series of strikes took place during the contract year which cut down on job openings The prospect of a strike meant that new hiring was curtailed until the threat was over; obviously, no one was hired while a strike was in process and, after a settlement, some time had to elapse before new employees could be hired. (There were 14 labo strikes in the period from June 1968 to April 21 1969, lasting from several days at one plant to severa months at another.)

These are precisely the conditions which relegate against the concept of "plant" investment. The economics of industry always have the last word, and in the above situations men hired in an "inmediate employment" bases would be back on the rolls of the unemployed and candidates for anothe federally-sponsored pre-vocational program.

The employment situation soon mandated that the IMC would need considerable help in job development.

The IMC contract budget reinforced the concept that the center director (acting in concert with the Industrial Advisory Board), was the only real job developer, as had been the cases at the contractor's other Centers in the Southeast. An original consultant request of $9000 for IMC "job development-placement" was cut to $6000. No provision had been made for the hiring of a job developer, or for an individual or individuals who would be solely responsible for opening up jobs and helping to match trainees to slots.

Toward the end of the first cycle, IMC hired one local staff member to work full time in this field During the second cycle, this was increased to two and toward the end of the third cycle, a third person was added to this staff.

In any case, IMC developed significant numbers of jobs, more than enough for every Center graduate tend to lay off employees with regularity. Those laid off are the ones hired most recently. At one local plant, for example, two IMC graduates were hired on Wednesday, and laid off the following Friday.

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In any case, IMC developed significant numbers of jobs, more than enough for every Center graduate. How was the Center able to do this, especially in a tough labor market? What techniques were used and which ones were successful? Was a private contractor more effective in this area than other public agencies and programs? What did the contractor learn from his experience that will assist other efforts in job development?

To insure jobs, smaller industries, businesses, retail merchants and service trades must be contacted, visited, won over, etc., if the large number of graduates released into the job market every ten weeks are to be placed.

IMC brought in professional consultants toward the end of Cycle I to help establish a system for job search and matching, and to help in finding job openings. Telephone canvassers contacted more than 2500 potential employers who were first informed of the program and then notified of impending graduations.

Special brochures, with pictures and selected resume facts, were mailed after the initial telephone contact, and many of the potential employers were visited personally by the job developers and staff members.

Some of the jobs developed by the canvassers were out of reach of IMC graduates, requiring special experience or technical educations, but the technique served to publicize the IMC as far away as Richmond, Berkeley and Oakland. It was a professional approach which gave an aura of professionalism to the Center and thus to its graduates.

IMC also worked to encourage employers to ease their entrance requirements, to lower previously established minimum standards for trainee positions, to open up prestige jobs, with benefits, futures, and permanence. The usual internal training programs, or on-the-job experience for advancement, were not available to IMC trainees. The test was to have treated trainees as equals with others seeking the same employment. The argument was the effect of the program. The advantage to the government was that industry then paid for the additional training and experience.

This is a delicate business because as the Center discovered, the personnel men and their plant superintendents are all individuals first, company men second. They have to be exposed to the "hard core." They have to see for themselves what they look like, how they dress, and what they say.

Exposing potential employers to trainees in this fashion took several months, and it wasn't until they became familiar with individual trainees that entrance requirements were actually lowered. One personnel man, visiting the Center to conduct practice interviews, was so impressed with a trainee that he hired him on the spot; another personnel officer lowered the minimum score on a plant qualifying test in order to hire a particular IMC graduate; another suspended all testing for several IMC trainees he had observed in classroom situations.

Lowering these barriers had the net effect of moving men and women with former restrictive handicaps, into the system where their advancement was not abitrarily retarded by industrial concepts of success. It is this corporate attitude which will, in the long run, justify the concept of "people" investment.

A key to this relationship between the IMC and local personnel directors is the "role-play" technique devised for use at meetings of the Industrial Advisory Board.

The technique calls on industrial personnel officers and Center enrollees first to "play themselves" and then to reverse roles while peers – both other trainees and other personnel officials – look on, respond, analyze motivations and offer suggestions.

Such "mock interviews" often turned into real ones, and personnel officials found themselves offering real jobs to trainees on the basis of the experience.

Regularization of this technique is a goal of the IMC during its second year, and "the how-to-do-it" will be reported upon in great detail in the second year effort. Meanwhile, the contractor believes this method of employer-trainee exposure is far more effective in securing jobs for the "hard-core" than is

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Sensitivity training, management traini

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IMC encouraged potential employers to visit the Center frequently – formally, for class room discussions, and on the spur of the moment for spot observations. In this way they could get to know individuals and actually see improvement in attitude or behavior.

This method is a "door-opener" for a more structured approach to management awareness at all levels of the corporate process.

Sensitivity training, management training, and a host of other methods to introduce executives and foremen to the problems of their potential new employees, are often regarded with suspicion. In recent months, politically-motivated organizations have launched major campaigns to discourage industry from using this approach. Whether the intelligent businessman believes the arguments or not is unimportant. He does know that if he undertakes this training, he is in for local trouble. With such danger signs, an employer or a manager will be forced to think twice before embarking on a course of awareness training.

The non-threatening, somewhat unstructured IMC approach begins to build up a confidence in the style, reliability and usefulness of awareness training.

The next step is to have the program widely accepted and to move towards formalized conferences utilizing the U.S. R & D management training courses. This is high on the second year's agenda.

The arguments for this training are compelling. It is only one-half of the equation to have an employee job-ready. His foreman, the supervisor, the plant and personnel managers, must also be employee-ready. There is no denying that the "style" of these new employees differs from the older employee. There are new values, new concepts, new concerns which a manager or supervisor must know in order to be an effective leader. There are also areas of taboo, which are not evident for the unindoctrinated. Certain words, gestures, concepts and attitudes are likely to be misunderstood by the employee. With a short period of training, the supervisor or manager can avoid them and find the acceptable methods of communicating.

The first step of course, is for the supervisors and the managers to realize that the problem exists; the second step is much simpler, to isolate and discuss the elements of the problem.

At the same time, the Center was imparting certain practical skills to its trainees: interview techniques; competence and ease in test taking; recognition of skills and achievements and the ability to talk about them.

Often the trainee was the best salesman for himself and the program.

His record at IMC became important and was treated importantly by Center staff, potential employers and the trainee himself. If a trainee with a bad work record maintained perfect attendance at IMC, the Center could say that the trainee had now established himself as a reliable worker and was ready to handle job responsibilities; the employer could count IMC as a reference and say that the trainee showed interest and determination; the trainee could say he had straightened himself out, that his record at IMC proved it.

IMC learned that completion of training, especially employability preparation, made a Center graduate more competitive in the job market than an off-the-street applicant. The *fact* of training, that special entry on a resume, was a plus factor.

Another plus factor, which helped to convice prospective employers, was the Center's continued involvement with its graduates – post-placement services, periodic follow-ups, personal visits and available counseling resources. IMC staff was initially surprised at the favorable response to this feature and then learned to use it when "selling" the program or its graduates.

As mentioned before, early successes are always helpful. If the first hard-core employee, an IMC graduate, makes it, then there isn't so much risk in trying a second one. With some successes behind them, center staff actually developed new jobs by telling an employer he should take a good look at some of the graduates before the "sharpest" of trainees found other jobs.

In summary, IMC found that for one reason or another – self-interest, public relations, community spirit – most employers will try all available job banks as a source for employees. If they get "burned," they aren't committed to try again. They won't take the time or spend the money to try again. But, if the employer has been involved from the start – on the first day of training, for example – he *is* committed and will try again. He's seen it work. He even suspects that if it doesn't work for him, part of the failure may be his.

IMC not only opened jobs initially, it kept them open, even after on-the-job failures.

THE JOB MATCH

As is mentioned earlier, the job-matching operation undertaken at the IMC started with enrollee aspirations, rather than employer job-orders, although there was a careful attempt made to insure reasonable consistency in the Center's referrals of trainees to potential employers.

During the fifth week of each cycle, each enrollee was interviewed by staff on job experience, job preference, and an attempt was made to probe for latent aptitudes or avocational interests which might prove important to an employer.

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During the fifth week of each cycle, each enrollee was interviewed by staff on job experience, job preference, and an attempt was made to probe for latent aptitudes or avocational interests which might prove important to an employer.

At the same time, the General Aptitude Test Battery was administered to each trainee, and the results were interpreted by staff after training by the Employment Service.

A wall-chart was prepared for each cycle, listing trainee job desires and GATB-demonstrates skills, as well as tested reading and mathematics achievement levels for each trainee.

As the job-developers produced job orders, these were matched against the wall-chart, and referrals were made after a search of the wall-chart information.

Often there was not an exact match between employer requirements and trainee characteristics, and in many of these cases – particularly in Cycles II and III – the Center's job-developers were successful in getting employers to reduce, bend or waive the requirements, thus producing jobs for trainees who might have been "stopped at the door" without staff intervention.

Center staff was cognizant of many of the more sophisticated concepts embodied in a "total" job-development effort – time-and-motion studies, for instance, leading to proposals for a broad modification of a plant's staffing and assignment pattern.

Such an in-depth approach was not possible under the funded budget and, in any case, probably would have proven redundant in many of the highly-automated petrochemical and other plants in the Pittsburg-Antioch area.

During the second year, job-match procedures and techniques will be improved and tested and, along with the methodology of management training, will be reported upon in the second year report.

The graduates of the upgrade program have demonstrated that there do exist people who, after putting in a full day's labor, still are interested in working to improve themselves. In the second year, additional planning time must be devoted to the special problems of this group and what the IMC can do to an hence or case the problems of their participation. A greater effort will be made to have employers and unions refer employees to the program and to offer them post-graduation opportunities for advancement.

X PLACEMENT & JOB RETENTION

The statistical record in Section XI is the center's score sheet. The figures show a high number of placements. By R. & D standards, they also show an early low rate of job retention. Why did that happen? Why did these early IMC graduates lose or leave their jobs? And what can be learned from that job placement experience?

The bulk of jobs developed by IMC staff were entry-level positions with starting wages as high as $2.99 per hour. Due to business conditions, a new employee would work three rotating shifts and would face frequent lay-offs. In this regard, he was in the same status as an N.A.B. trainee. Their working conditions and advancement were influenced by the same factors.

The contractor was familiar with the types of entry-level jobs available in the Pittsburg-Antioch area and previously, in small, Southern communities, had identified enough people who wanted these jobs to begin a history of employment. In the Southeast, the major gap between the jobs and the trainees had been the lack of certain skills. Once the skills were learned, the gap could be closed.

In Pittsburg-Antioch, the gap between "hard-core" unemployed and entry-level jobs was not so easily defined. Large numbers of employees had unsuccessful work histories in the employing factories.

Toward the end of the first cycle, the center was notified of openings by several nearby plants, and the rush for jobs was on. At this time, no negative feelings were expressed by trainees about the kinds of jobs available. Everyone wanted to work; everyone wanted to land the first job; the atmosphere at the center was highly competitive, with each trainee trying to convince the staff that *he* should be the choice for *that* job. Significant numbers of trainees were placed in jobs.

One month later, however, the first fall-offs were reported and, in some periods, job losses were so numerous that new placements didn't show up in the net statistics. While a few trainees were fired, most simply walked off the job. Many would disappear for several weeks before returning to the center for help in finding another job.

It's important to note that all but two or three of the graduates eventually visited the center to discuss personal troubles and new job prospects, an indication that the IMC became, for them, an established institution which they could "trust."

The IMC staff counselled the returning trainee and then tried to summarize the primary causes for job losses in order to improve future job matching and job retention.

On-the-job problems (meeting production quotas, relationships with supervisors, attitudes and job performance) were not as common causes for job losses as were the personal, off-the-job problems facing trainees. The most frequently expressed reasons for quitting jobs were:

. . .Court and legal actions causing tardiness and absenteeism. (Many trainees said that if they had to be an hour late for work, they wouldn't go at all.)

. . .Family and girl-friend problems.

. . .Transportation. (While the center helped to arrange transportation to jobs, rotating shifts, over-time and lay-offs made permanent arrangements meeting all contingencies impossible.)

. . .Health, including drug addiction.

. . .Combinations of all of the above problems plus financial difficulties and the stresses of a new job were in many cases, too much for the trainee to handle. The job – which required the most time – was usually the first thing to go.

In nearly every instance of job loss, the trainee also said he just didn't like the job: the plant was dirty and hot; the work was boring; the job was degrading; the hours difficult and the working conditions poor.

Starting salaries were high, but for the trainees, they didn't offset the lack of clear advancement opportunities.

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Starting salaries were high, but for the trainees, they didn't offset the lack of clear advancement opportunities.

At the same time, the trainee was unsure of what he wanted to do; he knew he wanted a "clean" job but was discouraged by white-collar salaries, often considerably lower than the factory jobs; he expressed preference for the "status" job, but was not confident about his own abilities or qualifications.

And, in fact, his achievement level was often lower than his aspiration level. Many trainees recognized this and opted for more training and junior college educations. . .a positive reaction to IMC motivational training.

In all, 50 IMC graduates opted for additional education or training, and had completed – or were still enrolled in – courses as of mid-September. Fifteen IMC graduates enrolled in the local junior college, and only one had dropped out. Other placements in advanced training:

PROGRAM	CYCLE I	II	III	TOTAL
MDTA-Institutional	4	7	3	18
Heavy Equipment	4	3	-	7
Warehouseman	-	5	2	7
Other	4	6	3	13
	16	21	8	45

Of these 45, 25 quit the training programs short of graduation.

These complex attitudes toward work, training and education had not confronted the contractor in its other manpower programs and seemed to challenge the concept and objectives of the IMC.

In one response, the center broadened its job development process to include airlines, insurance companies, banks and other businesses with trainee positions in management or skilled fields.

Through in-depth probing of trainees' natural skills, hobbies, interests and previous experiences, both employment and personal, staff discovered that trainees often had talents and interest which they themselves didn't recognize and that a trainee's interest in "tinkering with radios" or his experiences in the armed services could often lead to a job.

In placement efforts, IMC started with the expressed job aspirations of the enrollees – a rather different stance from that traditionally taken by manpower/employment programs, which generally start with the employer's job-order.

The IMC methodology, while useful in establishing rapport with trainees (many of whom had found earlier placement efforts on their behalf overly arbitrary and unilateral), will require greater refinement.

In the first IMC year, it was not possible to establish a fully synchronous relationship between employer needs and trainee felt needs, and the job development effort resulted in imbalances – both over-and under-supplies – between employable persons and available jobs.

It is important to note, however, that a placement program based on trainee aspirations is an important new concept, and that a projected 66 percent "permanent placement" rate, as reported earlier, is a substantial improvement over earlier manpower efforts.

Deeper and more frequent involvement with the trainee at home and on the street also helped staff to prevent, or at least handle, financial and legal problems that often caused job losses. IMC staffing did not include a professional counselor or a legal adviser. These positions may be essential if a program is called upon to offer post-placement support services.

The center also worked to bring about closer coordination with employers. IMC encouraged all employers of IMC graduates to notify the center immediately about tardiness, absenteeism, and any other problem affecting job performance. In several cases where graduates were having on-the-job problems, center staff was invited by an employer to meet in the plant with the graduate, his supervisor, the personnel manager and any other employees involved in the particular situation. Interestingly, but not suprisingly, in these cases the basis or cause of the problem did not always rest with the graduate alone, but was shared by both employer and graduate.

Based on the above experiences, the center began an attempt to effect some changes in employer attitudes. At a Center Advisory Board meeting, for example, IMC staff demonstrated training techniques by involving Board members as participants in structured role plays between employers and "hard-core" employees. While the center's efforts in this field were only exploratory, the response and interest of both industrial and public managers was so great that additional work will be undertaken in this area of training.

In summary, problems of keeping the job were in many instances extensions of other problems detailed in this report. IMC graduates on the job still have to deal with transportation, child care, past arrest records and outstanding warrants. Regular paychecks must be accompanied by meticulous money management, so that old debts can be paid off, and new debts incurred with less of the reckless abandon of prior days. Even with intensive HRD training, a life's habits are not easily changed; but is estimated that within several months – perhaps four or five – IMC graduates pull themselves together, physically and fiscally. This thesis should be susceptible to some further analyses during the IMC's second year of operation, and will be reported later.

Much about the job itself will control whether the individual makes it or not. The center staff is trying to insure trainee success by finding interesting, open-ended jobs; by trying to get the trainee able to deal with the long lists of problems and involvements, and by trying to change the atmosphere of the places of employment.

In many ways, job retention reflects all the problems experienced by the IMC and its trainees. On the one hand, the retention rate will increase as trainees become better able to deal with the system which controls the society, and as employers become better able to deal with the "hard-core." On the other, the retention rate will increase even more when graduates are employed at jobs they want and like, and when employers decide it is economically important for them to be able to recruit and train from the sources of manpower with which today they are generally reluctant to bother.

This trainee and community awareness and acceptance are at the heart of the IMC program.

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N.A.B. Comparison

There are obvious conclusions and comparisons to be drawn from the IMC placement and job retention experience.

All those plants which provide the early employment are eligible for N.A.B. monies. It is clear that under the N.A.B. program, many would have dropped out and be back on the job market, or eligible, again, for placement in a federally funded pre-vocational program.

It is also equally clear that those men and women who sought higher educational training would have been slotted into one program and had their careers governed by this early experience. Some, of course, would have overcome this new frustration, but it is equally clear from the IMC failures in early placement and the instantly instituted recovery efforts, that it is difficult to change life patterns and that the total IMC efforts, centered under one roof, provide a successful institutional experience for the disadvantaged and that, in itself, provides the opportunity to deliver services as needed, whether these were anticipated or unanticipated offshoots of the program.

Where will the N.A.B. drop-out go after he leaves his employer? Who would have responsibility for his continued employment or education? Is he out, once again, on his own, trying to seek his way and find the job or educational experience which will provide him with a satisfying life? These and other comparative questions suggest alternate approaches should be added to the existing manpower efforts.

It is the contention of this contractor, that the institutional effect of the Center, combined with its intensive pre-vocational experience, enables a person to withstand new frustrations and seek new opportunities without additional federal expenditures. It is also the contention, based on the success-failure outline of this chapter of the report, that options not before available or understood by the trainee became available and, in the final analysis, this understanding will lead to a successful work experience.

The more conclusive proof must await the results of the second year.

XI UPGRADING

The upgrading part of the IMC program was designed to help prepare underemployed and marginally employed persons for on-the-job advancement or for progression to steadier, more satisfying and higher paying positions. For the contractor, this was the most difficult component.

Recruitment was the first problem, and the IMC staff experimented with several approaches. An analysis of those approaches and the results should be helpful to other work in this field.

Direct Referrals From Employers: While the major employers expressed their "belief" in an upgrading program, few offered significant cooperation. In other programs of the contractor, employers had personally selected employees who would benefit from additional training and had encouraged them to attend the center program; center staff had been invited to meet with employees during the work day and to explain and recruit for the program; recruiting flyers were distributed in paycheck envelopes.

Some employers in the Pittsburg-Antioch area were unwilling to recruit or to allow IMC staff to recruit within their plants. Some posted bulletins on plant notice boards; some distributed recruiting notices to plant superintendents and supervisors; some allowed recruiters to distribute literature outside the plant gates. Few, however, could give assurances of upgrading if an employee enrolled in training, and few gave the program their personal backing.

Referrals From Unions: Union leaders responded in much the same way as employers – expressed interest and support, some distribution of literature but little help with referrals.

Referrals From Public Agencies: IMC worked closely with agencies employing sub-professional aides, and in numbers, this was the best approach. Unlike plant employees and union members, the sub-professional employees could see the light at the end of the tunnel; they could anticipate direct results in test taking, advancement and salary increases.

Standard IMC Recruiting Techniques: Door-to-door; in the streets; at churches and social

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XI UPGRADING

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Standard IMC Recruiting Techniques: Door-to-door; in the streets; at churches and social gatherings; shopping markets; pool rooms, bars, barber shops, etc. Recruiting teams worked evenings and weekends in order to catch employed people at home.

While a few prospective underemployed trainees were interested in training for their own personal improvement, the key to recruiting for the upgrading component was always a direct question: "If I go to that school, will I get promoted?" Most of the prospects didn't think so. And, the majority of those who did enroll wanted to change jobs rather than seek, or hope for, upgrading in their present job.

Hindsight indicates that it was perhaps overly optimistic for the contractor to expect a high degree of cooperation in the upgrading component. Employers were inclined to believe that upgrading training would result in increased labor instability as locked-in entry-level jobholders used the training as a means toward seeking other jobs. And this indeed was the case: most "upgrading" trainees confessed that the training would give them a better chance to switch jobs.

On the other hand, area employers were not unaccustomed to substantial turnover in entry-level positions, and some employer representatives freely admitted that the locked-in employees were not to be blamed for seeking self-advancement elsewhere, considering the relatively low pay and the long waits for promotion.

When industry representatives complained about the instability thought to be engendered by the upgrading component, the staff's recourse was to point out the high existing entry-level-job turnover, and to encourage employer acceptance of the contention that the turnover would not be reduced (regardless of the IMC's presence or absence) unless entry-level jobs were part of an upward-mobility pattern and were subject to a competitive pay range.

OTHER PROBLEMS

The upgrading program was difficult in other respects as well. Most of the employed trainees worked at local factories on three shift schedules – consisting of day shift, graveyard shift and swing shift. Despite many requests on the part of IMC staff of employers to place IMC employed trainees on straight shift for the duration of the ten week course, *not one* could, or would, do so. Most employers said that they could not risk setting such a precedent and that it would endanger relations with unions.

Thus, the IMC upgrading program was forced to swing with the swinging trainees. This meant additional administrative and substantive changes at the center. It also meant a disruptive schedule for the trainees involved – one week coming days, often directly from the graveyard shift without sleep; then one week of night classes, often directly from work. This meant they switched to different groups, and different trainers. It also meant that these trainees were frequently – and justifiably – very tired when they arrived at IMC, and that their efficiency was low. It also meant dealing with trainees who were "ashamed" of arriving at the center in their soiled work clothes. Trainers had to use all their ingenuity to convince the trainees that the soiled clothes were a badge of honor, and were respected by the other unemployed trainees who aspired to be wearing them.

The switchers' peripatetic appearances in the day groups with the unemployed trainees had positive effects: they served in many cases as solid role models for those looking for jobs. But it also interrupted their own work done at the night session.

The attrition was high:

CYCLE ONE

% of unemployed trainees enrolled who graduated	85%
% of employed trainees enrolled who graduated	72%

CYCLE TWO

% of unemployed trainees enrolled who graduated	80%
% of employed trainees enrolled who graduated	77%

CYCLE THREE

% of unemployed trainees enrolled who graduated	76%
% of employed trainees enrolled who graduated	58%

A reorganization and revision of the upgraded components of both basic education and human resource development was necessary. For example, the emphasis on drugs had to be altered for the night trainees, who did not have many problems with or center. It also meant a disruptive schedule for the ees involved — one week coming days, often ctly from the graveyard shift without sleep; then week of night classes, often directly from work. meant they switched to different groups, and rent trainers. It also meant that these trainees frequently — and justifiably — very tired when arrived at IMC, and that their efficiency was It also meant dealing with trainees who were amed" of arriving at the center in their soiled clothes. Trainers had to use all their ingenuity onvince the trainees that the soiled clothes were a e of honor, and were respected by the other nployed trainees who aspired to be wearing them.

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Those employed trainees who were eligible for apprenticeship tests or progression examinations worked specifically in this area with the basic education trainers. This meant research into kinds of tests and procedures, which drew from, and complemented, the work being done on testing in general.

In HRD groups, more time was devoted to "employer-employee relations," to getting along on the job. In every session, the trainers encouraged the trainees to tell about their day at work, their particular problems on the job, conflicts with foremen or with other employees. In some cases, trainees were persuaded by their fellow group members not to quit or act too hastily. The interpreting and filling out of job-bid forms was also introduced. Money management, family planning were emphasized, as were, in the day program, skills and achievement.

The employed trainees were generally older and more stable than the unemployed day trainees. A goal of the program was to motivate them to become actively interested in promotions on the job, or in thinking about other jobs more compatible with their existing skills, with opportunities for training and advancement. They were energetic and hard-working people. The $10 per week travel stipend they received was an insignificant inducement. Those who enrolled and persisted through graduation did so because of strong personal dedication, effort and sacrifice.

In three cycles, 68 trainees in the upgrading program graduated. Immediate successes are difficult to measure. Several employed graduates, such as community aide trainees from the Department of Social Services, received immediate raises and promotions which they had been promised before entering training. Several employers commented upon improvements in attitude, attendance, punctuality, and relations with supervisors and fellow employees.

Forty-four percent of the individuals trained in the upgrading program moved to different jobs with better futures, some at higher pay, some at less, or received raises or promotions on their old jobs.

XII: SELECTED TRAINEE SU

The following vignettes, taken directly from the contractor's internal report files with only the deletion of names to maintain anonymity, give an indication of the range and depth of the IMC staff effort:

"During my first cycle as a group leader, I faced the frustrating problem of a practically non-communicative trainee. I tried approaching the situation from several different angles, but avoided creating an intimidating atmosphere, thinking this might frighten her into complete withdrawal but to no avail. Not only did the girl refuse to participate, but she turned her head sideways when spoken to. It was clearly a case of an extreme lack of self-confidence, but for no apparent reason. She was reasonably attractive, very bright, and had had successful working experiences. She was by no means uncooperative, but merely appeared pseudo-introverted. I was at my wits end as to how to deal with this. The other group members were so outspoken and became so involved in the sessions that they had a tendency to ignore their quieter group member.

"Determined to succeed in my first relatively new experience in dealing with groups, I began having regular counseling sessions with the trainee. The training director also worked in conjunction with me in this area. For the first few sessions, the trainee continued to be very passive, offering little or no contributions to the conversations. Gradually, she began to relax a little, obviously responding to the informality of these sessions. Finally, after numerous sessions, we discovered that the trainee was extremely self-conscious of an almost invisible scar on her face which was the result of a gun shot wound she had received shortly before coming to the Center. We assured her that the mark was barely noticeable and certainly did not affect her speech patterns in any manner. She still appeared somewhat dubious, but seemed greatly encouraged.

"Immediately, my plan of action was apparent to me. Beginning with the next HRD session, I called on her frequently. She was still reluctant to participate but did so at my insistence. Gradually, the other

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group members began to recognize her as a valuable source of information within the group, and they too directed their comments to her. By the end of the cycle, it was a rewarding experience to see her actually involved in arguments with other trainees and voicing her opinions with conviction.

"At the graduation exercises at the end of the cycle, she received one of the two awards for outstanding student. The entire staff had elected her for this honor."

* * *

"My second cycle of group leading found me confronted with an extremely negative female trainee. This attitude could definitely be attributed to the fact that she was only four feet five inches tall, and had been refused many jobs because of this unfortunate circumstance. During group sessions, she constantly downgraded herself and her abilities. No amount of encouragement or flattery on my part or her peers' seemed to have any effect. There were days when I could have cried from frustration in trying to deal with this seemingly hopeless situation. By the tenth week, I could still not note any improvement.

"A few days before graduation, I took her on an interview at a local variety store. While waiting for her appointment, we sat in the Employees' Lounge. An employee came in and began a conversation with her, asking her all sorts of questions about the Industrial Education Center. The employee was obviously skeptical about the validity of such job training programs and insinuated that no program could teach a person anything in a mere ten week period. While I silently cursed the employee, I nervously awaited the trainee's response, fearing the effect this conversation might have on her. I need not have worried, for she defended the program to the hilt, and bluntly told the woman that the IEC 'taught you more than you could ever learn in any dumb old high school.' I inwardly breathed a sigh of relief.

"The trainee got the job."

* * *

"Last cycle I had several Black Muslims in my group who were especially negative and suspicious. They thought everything at IMC involved some kind of conspiracy – they even thought that the new air conditioners were bugged, and that the trainers were summoned to the group this way by a secret switch. Some members refused to write anything down for fear of it being used against them. It was a tremendous handicap to group cohesiveness even though we had various religious denominations represented. I had to recognize early a controversy of religion arising, and maneuver and divert the discussion away from it.

"One day I was giving a short quiz because I found this a good way to liven everyone up, to shake apathy and to create a challenge. I have found that most trainees enjoy a contest, and it helps to get the group going for the day. I asked several questions which could have easily been answered from the maps, but no one thought of this. John who was the superior, self-acclaimed 'con' artist and Muslim convert, sat directly in-front of the maps. One of the questions I asked was what direction would a weather vane be pointing on a map if it indicated West? No one knew the answer. When we finished and I told them it was in plain sight to anyone who *looked* at the maps, John said, 'You are pretty sneaky, aren't you.' "

" Sneaky? It hardly seems sneaky to me when a con man as clever as you was sitting about 24 inches away from the map.' He reflected on this seriously for several minutes; the group laughed at him and at themselves. But they all learned right then how to read directions on maps, religion was avoided, skepticism and suspicion was somewhat exposed, and the idea of restricting or limiting of ones vision was discussed. I often find it necessary to employ this kind of contrived lead-in to expose the individual trainees to a broadened way of thinking, to unobtrusively expose their limited scope in self-examination."

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"Two of my trainees from Cycle II rented pole climbing equipment at their own expense, climbed poles in front of their homes, then went to the employer (Cable T.V. Co.), climbed poles for him and got the job as linemen. I feel that I was able to instill

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"Two of my trainees from Cycle II rented pole climbing equipment at their own expense, climbed poles in front of their homes, then went to the employer (Cable T.V. Co.), climbed poles for him and got the job as linemen. I feel that I was able to instill in these trainees a desire to accomplish and to improvise in order to achieve their ends."

* * *

"Last night one of my trainees from Cycle II came to my house (many of them call me at home and drop by on weekends). He couldn't read or write when he started here at IMC; he had gone to the 3rd grade in Texas 25 years ago.

"When he came to my house, he immediately began to read a second grade reader, which my son had brought home. He was very proud of this achievement and wanted me to share in his success.

"Since leaving IMC in January, he has enrolled in Adult Basic Education at Mt. Diablo High School in Concord under the WIN Program.

"This, to my way of thinking, is the most satisfying, meaningful thing that has happened to me since coming to IMC. I like to think, and the trainee states, that I inspired him to go into this program. I am pleased that he comes to me for help and wants to share his successful experiences."

* * *

"Shortly after the trainee joined our evening sessions, he was often absent. I knew he had a job at an auto repair shop in Brentwood, so we called and found he had also missed work. Subsequently, I called him at his home and he said he had had the flu. But upon returning to class, I questioned him about missing work, whereupon he told me that his real reason was trouble with his 13 year old step-son. I asked him to tell me, saying maybe we could help him, so he told me that the boy was in Juvenile Hall for possession of narcotics. We spent some time in discussing his own situation on a new job – being without money, unable to help the boy other than support and visitations until after the hearing. He realized his helplessness in the situation, but wanted the boy home for Christmas. I told him I would call the probation officer and see what I could do, imploring Joe to return to work. The job was slow and the boss was having him trim trees, which made the trainee feel he was not learning the mechanic job he was hired to do. Between that and the boy's trouble, Joe was nearly terminated for absenteeism, because he didn't tell the boss the real reason for being absent. We convinced him finally to protect his job, tell the boss, and that someone from IMC would accompany his wife to Juvenile Court.

"The probation officer obtained the boy's release for Christmas and until January 20th when he would go before the judge. The trainee had continued to report to work, somewhat erratically, but still hanging on to his job. I consulted with the Training Director throughout this episode, and asked to have the Assistant Training Director represent the trainee and his wife in court.

"The Assistant Training Director and I went to Juvenile Court to support the trainee's wife, who doesn't understand English too well. She was nervous and uneasy but seemed relieved to have us there. The presiding judge refused the probation officer's recommendation. He assigned a public defender to the case and set the court date for two weeks hence. He did not recommend probation for the boy's "own protection." We questioned the probation officer about this and he explained that some of the parents in the school the boy attended were angry and blaming him for bringing marijuana and drugs on campus. He said that the boy would be kept in Juvenile Hall and taken to Sacramento for testing. The boy's mother wanted to know if they could visit him at Juvenile Hall and the probation officer said 'Certainly you can.'

"While we were in Martinez, we distributed leaflets from IMC at the Probation Department, City Clerks Office, Social Services, Civil Service and the Library. We posted some on bulletin boards as well. It was pouring rain so we went to the 12th floor cafeteria for coffee and returned to the Center. It was two hours well spent, I am sure – the trainee was at work and his wife felt support by having us there. On the other hand, I plan to talk further with the probation officer because I feel that this boy is either a victim, scapegoat or in deep emotional trouble. He is so young, so handsome and so poor. How could he be buying and selling – perhaps the narcotics men are after bigger game. If so, it would ease the emotional strain of these parents to understand what is going on."

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"An IMC first, perhaps a first for USR&D, may have occurred today, two weeks before graduation! A second cycle trainee who four months ago was placed in a Speciality Co. as a management trainee, today fired a third cycle trainee whom he had hired himself, two weeks ago. The irony of it all! As IMC continues to graduate and place trainees in jobs in the area, the likelihood of this incident recurring may force us to include firing procedures in our curriculum. In the many role play situations we have conducted, trainees got immense pleasure out of being in the employers position when someone was fired. Since both these trainees were in my HRD group, I am curious to know what considerations each has given to his role in this real situation. I intend to find out if I can, and report later. In the meantime, a careful follow-up may resolve the problem."

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"Mary X. was a member of my Basic Education class, winter cycle. She is divorced and has two small children. She attended class regularly and was very determined to support her boys.

"Just before the cicle ended, she started working as a waitress. She was not satisfied with this and applied for clerk-typist training and was accepted. So she was working part-time nights and attending school days and everything seemed to be going smoothly.

"Then, suddenly, she called panic stricken because she was about to be arrested for a $45.00 traffic fine. She hadn't had the money to pay so she didn't go to court.

"I discussed it with my Center Director and he suggested that I accompany her to court. This I did, which relieved Mary. She was grateful for the moral support.

"When she was called to the bench, I started up with her. The Court Secretary suggested I wait in my seat. So I sat back down. I could hear the judge really giving her a difficult time. She stood there dejectedly while he told her that she would have to pay the $45.00 or go to jail.

"I thought how ridiculous it was. I had come to try to help her and here I was simply sitting. So I got

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"I thought how ridiculous it was. I had come to try to help her and here I was simply sitting. So I got up – explained to the lady that I was from Industrial Manpower, and that Mary had been my trainee. Than I asked if I might speak to the judge. She grudgingly told me to go ahead but that she didn't think it would do any good.

"I approached the bench and introduced myself and where I was from. He asked my name again and then turned to Mary. He gave her a short lecture on how she should have come in and explained how they would have made arrangements to pay. Then he told her she would have to pay the original twelve dollars plus four dollars for court costs. This total of sixteen dollars was guite a change from the original $45.00.

"Mary was beaming as she paid the fine and was free to go. I really feel that if I had not spoken up, the outcome would have been entirely different."

* * *

"Up until today, I was at a loss as to what to do with my morning class. There seemed to be a large communication gap that was bothering the group as much, if not more, than me.

"Joe X. informed me yesterday that he thought the problem was coming to 'a head.' This morning, I asked the class if they had anything they would like to say regarding their group and the way it was handled. The discussion caused pain on both sides, but it was decided that we are all going to put a greater effort into class.

"One of the trainees brought up the point that she was here to be trained to do a job and she was of the opinion that she had no use for Basic Education. During the discussion, the group brought out the point that one needs a basic education before he can successfully be trained to his fullest capacity.

"I gave the class an employment test designed for grammar school level, and pointed out that they would have to pass a test similar to this one if they hoped to get a job. Additionally, I mentioned that to pass this test they must have a basic education.

"I have been wanting the trainees to speak their minds for the last three weeks, but they didn't seem to feel they could talk openly to me. Our discussion today, I am sure, will change both their attitudes and mine, and will make it possible for all of us to get more out of the classes."

XIII: THE ADVISORY BOARD

The IMC's location in Eastern Contra Costa County was the result of a long and involved series of reviews of potential sites, involving the employment service (in Sacramento, San Francisco and Pittsburg), several community action agencies and the Bay Area Management Council. Perhaps the decisive element in determining the contractor's recommendation of Pittsburg , for the potential site was a meeting of Pittsburg area industrialists in February, 1968, during which unanimous support for the IMC concept was expressed, and a strong endorsement of the Pittsburg site was made.

The industry representatives present at that meeting formed the core of the Industrial Advisory Board, formally created after the proposal had been approved in Washington, and it was toward the companies represented at the meeting (and later serving on the Board) that later placement efforts were, in large measure, directed.

In retrospect, it may have been that the contractor was overly optimistic in believing that industrial pledges of support could be turned into job opportunities, particularly in light of the increasing extent to which local industry's automation efforts was resulting in a reduction of new hires. But it is important to note that the heavy concentration of established, large-scale companies on the Industrial Advisory Board produced a credibility for the IMC within the rest of the Contra Costa County business community which probably could not have been effectuated otherwise.

The presence of representatives of U S Steel and DuPont, for instance, made for an acceptance of the IMC program which could not have been possible in their absence, and, on balance, it seems likely that their presence was extremely beneficial even though few placements were made at the plants of the participating major industries.

At the end of the program year, efforts were under way to broaden the base of the Industrial Advisory Board in order to allow representation from potentially large-scale employers, particularly in the service, retail and governmental fields, where most of the placement opportunities were found to exist.

In addition, the Industrial Advisory Board's role was being slightly modified to provide better communications linkages with the community, as exemplified by the addition of the Antioch Police Chief and a representative of the local junior college.

In the first year, the contractor's experience was that the industry linkage established through the Industrial Advisory Board was extremely helpful, but did not establish as direct a "pay-off" in placements as might have been expected.

As mentioned earlier, credibility — meaning that people feel that IMC knows what it is doing, has a worthwhile product — is important. Once the credibility is established, employers will be more likely to make good on job commitments, community resources will become more available, and interested citizens will provide significant support.

The Center Industrial Board was organized by the first few weeks of Cycle I. Represented on the board (serving voluntarily, on their own time) were the head of Pittsburg's Social Services Department, the Chief of Police of Pittsburg (and later of Antioch), a representative of the California State Employment Service in Pittsburg, the principal of the Pittsburg Evening High School, the city manager of Antioch, the head of the County Housing Authority (in El Peublo), the Director of the Concerted Services Project (CAA) in Pittsburg, a representative of the United Steel Workers of America Local, and ten personnel managers, from Crown Zellerbach, DuPont, Shell Chemical, Fibreboard, Union Carbide (Linde), Dow, Continental Can, Shell Oil, U.S. Steel Oil, U.S. Steel, and Kaiser Gypsum.

In retrospect, employers like the telephone company, the gas companies, banks, federal employers like Naval Weapons Station in Concord, and the small business and the retail trades, should have been included on the Board. These are among the more important areas in which IMC has had to seek for jobs – for open-ended jobs with training and with futures. More contact with labor unions would have been very helpful, and definitely more than one union representative would have helped relations between IMC and unions fearful of what IMC might do to the labor market.

The Advisory Board members were used as core community contacts. They were kept up-to-date, by monthly meetings, of what was happening at the Center. They were invited and persuaded to visit the

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In retrospect, employers like the telephone company, the gas companies, banks, federal employers like Naval Weapons Station in Concord, and the small business and the retail trades, should have been included on the Board. These are among the more important areas in which IMC has had to seek for jobs – for open-ended jobs with training and with futures. More contact with labor unions would have been very helpful, and definitely more than one union representative would have helped relations between IMC and unions fearful of what IMC might do to the labor market.

The Advisory Board members were used as core community contacts. They were kept up-to-date, by monthly meetings, of what was happening at the Center. They were invited and persuaded to visit the groups, to offer to the trainees what each could. Personnel men did interviews, and helped the groups to critique them. The city manager helped explain city government, and discussed citizen participation. Many attended when other interesting visitors were present, such as the ex-addicts from the Mendocino State Hospital.

The Advisory Board was the IMC's interpreter to the community – the members were generally established and respected men from the community, and they could go out and explain to friends and business associates what was happening behind the walls of the IMC. They helped staff and trainee awareness by conducting plant tours. This aided IMC credibility with the trainees, for they felt that IMC must have some kind of "in" to get this kind of treatment. That one of the large oil companies provided a bus at its own expense to transport trainees to and around their plant meant a lot to the trainees. In fact, to see these men arriving for meetings made many trainees curious, and it helped IMC credibility with them to see administrative staff talking to potential employers. The close IMC association with the police departments of Antioch and Pittsburg also proved to be helpful in their behalf.

After one board member participated in a HRD session at the center, he called to say how much he had learned about IMC human resource development methods, and about himself. The following week was the tour of his plant by bus. It was obvious that he had taken extra time and effort to try to acquaint the plant chemists and other technical people of the need for communicating with the visiting trainees from IMC. The chemists had arranged fascinating demonstrations, and tried very hard to answer trainee questions openly and honestly. In a plant where most of what goes on does so in pipes, there was much to see. It was the best plant tour IMC trainees had.

The interconnections started working: the Board was impressed because they had learned something about themselves. Due partly to this, and to the contractor's suggestions about the necessity for industrial supervisor training, several Board members are trying to convince their plant superintendents or home offices to go ahead with some experimental training run by the contractor.

XIV: PUBLIC AGENCIES

IMC has found that it is imperative for the public agencies to be involved as much as possible.

First, they have considerable supportive services available to the trainees, and to the staff.

Second, they wield a strong influence, since they are regarded by the general public to be the experts in the "people" field. If they indicate approval of the Center, others will follow.

Third, they can be a large source for trainee referrals, and help in the counselling and placement. This is not to suggest that IMC would forego its financial and administrative independence, but it was essential to receive help from the public agencies.

One of the services which IMC found it could offer both the agencies and the citizens was to act as a go-between among different offices, and between the target population and the agency bureaucracy. Many times IMC was able to facilitate a trainee receiving services or benefits to which he was legally entitled, or to help translate for a trainee, or to inform one agency of what another agency was doing with relation to a trainee.

IMC relations with the Social Services (welfare) agency have been excellent, and it may be profitable to discuss how that came about, as the model of what IMC-public agency relations should and could be.

Much of the credit for the successful cooperation between IMC and the Social Services office should go to the director of that office – she grasped quickly the goals of the program, and had a good understanding of what IMC was trying to do.

Several days after IMC opened shop in Pittsburg, a meeting was arranged with the Social Services Department about 150 people. IMC staff explained the program, including the staff training which was nearing completion, and answered numerous questions. There was a favorable response from the social workers, and a strong interest developed in the HRD facet of the program, and in the sensitivity techniques used in staff training. Strong caseworker interest led them to petition their director to institute some experimental sensitivity training for them, so that they could get rid of some of their own perceived hang-ups and communicate better with one another, and with their clients. They wanted very much to examine their feelings towards the people they worked with, especially in regards to the racism discussed at length in the Kerner Commission Report.

Because the director of social services was able to arrange schedules, sensitivity for the full staff began in a very short period of time, run by R&D's chief trainer, who had also run the IMC staff training sessions. The results were rewarding both to the director and to the caseworkers. This provided a tremendous boost in credibility for the IMC, and its techniques and personnel.

The Social Service Department meanwhile had offered the services of four community aide trainees to help in IMC recruitment; it turned out all four of these people enrolled in Cycle I: two graduated first cycle; one of those who dropped out returned second cycle, and graduated. The director was so pleased with the attitude improvements in these aides that she subsequently said she would encourage newly-recruited community aide trainees to enroll. She was impressed with the program, and said so.

The director of social services then began to arrange meetings of IMC senior staff with social service departments from surrounding areas. Senior staff learned from each session and developed more effective ways of explaining IMC techniques. It was found that explanation of HRD and BE techniques worked best utilizing the videorecorder and BE equipment, and using members of the audiences as participants. The goal was to explain precisely how the Center operated, in terms of how the small groups were conducted, and how they functioned.

To this end, IMC demonstrators sought to involve the listeners as much as possible. During these meetings, the demonstrators tried to hit on relevant points for the individuals involved – attitudes towards their supervisors. Thus, these were not merely demonstrations of technique but also learning experience for the listeners and participants.

The key here was the considerable amount of time and effort spent displaying IMC wares, and *involving* the people in the displays. The goal was that not only would the participants learn something about IMC and its procedures, but that also they would learn another, and with their clients. They wanted very much to examine their feelings towards the people they worked with, especially in regards to the racism discussed at length in the Kerner Commission Report.

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Representatives of the Social Service Department frequently came to the center, to bring visitors, or new employees. The director several times has discussed welfare regulations with IMC trainers and has encouraged center staff to be informed on procedures so that IMC can do what it can to make sure an individual is receiving what he is entitled to. Warm personal relationships have accompanied the respectful professional one, and constant requests for professional assistance are asked and received back and forth.

Relations with the California State Employment Service have been excellent too. IMC tried to adjust its schedules to fit the convenience of CSES personnel who had to be involved in certifying the trainees. Often, the CSES people went out of their way to do the work. IMC showed good faith by supplying the manpower to prepare the Title II enrollment forms which the Employment Service had originally agreed to do but for which they found themselves short handed.

Also, for the first time in their history, CSES administered the General Aptitude Test Battery (GAT-B) outside the confines of their office. Teams of CSES personnel came to the Center during each of the three cycles to test the trainees. They also trained several IMC staff members to interpret the results, and utilize same for job matching and placement.

Early relationships were somewhat less auspicious between the IMC and an adult education program being conducted by the local school system. The latter's principal expressed concern because the IMC trainees received stipends, while his did not, and he feared his enrollment would be depleted as trainees switched to IMC.

A series of conferences did nothing to alleviate the stipending situation, but did result in an invitation to the principal to join the IMC Industrial Advisory Board.

Somewhat to staff's surprise, he accepted, and later invited the IMC's training director to join *his* advisory board. The latter invitation was accepted with alacrity and a potentially troublesome problem was solved.

XV PRISONER WORK-RELEASE PROGRAM

IMC expanded its mandate during Cycles II and III to enroll inmates from the Sheriff's Rehabilitation Center in nearby Clayton, California. The contractor believes the relationship between IMC and the Rehabilitation Center will be important both in terms of manpower problem-solving and anti-recidivism. The enrollment of the inmates of the Sheriff's Rehabilitation Center was however not without its problems.

At the first meeting between IMC and Rehabilitation Center staff, two problems, security and formal approval, were frequently repeated: should we deputize someone at IMC?; how will you guarantee control?; "they bring in everything from girly books to hard stuff"; the lieutenant will have to take it up with the under sheriff who will take it up with the sheriff; we will need the approval of the County Board of Supervisors; "the Code doesn't provide for this."

The under sheriff and the county administrator of the Work-Furlough Program gave a written and oral presentation before the County Board of Supervisors and the Board responded favorably, enacting an "emergency ordinance."

A delaying deadlock between state officials who did not have the authority to provide incentive payments for prisoners, and Rehabilitation Center officials refusing to participate without the payments, was resolved when the contracting officer authorized the payments from the IMC budget.

With this roadblock removed, the training director and ten IMC staff members discussed the IMC program with 75 inmates of the Rehabilitation Center. At the end of the meeting, 57 men expressed interest in the training and by the end of the day, 23 had been formally interviewed. On Sunday, six IMC staff members went back to Clayton and the remaining 34 men were interviewed.

Of the 57 men interviewed, the IMC selected 34, who were considered eligible for training, screening out known alcoholics and residents of other counties. From this list of 34, security officers of the Rehabilitation Center selected ten men who were approved for training. (IMC was not informed of the basis of their selection.) Problems of security were again discussed and a new problem of transportation was added to the now long list of difficulties.

It was decided that the Rehabilitation Center would rely on IMC in matters of social control and that any infraction of the rules would be reported immediately to the Rehabilitation Center's security officers. The County provided a truck and solved the transportation problem. IMC's training director spelled out IMC and Rehabilitation rules in a meeting with the ten men selected and then explained to the rejectees that they would not be eligible for this cycle of training.

On Monday of the second week of training, a county truck arrived with ten men, dressed in denims and provided with lunches by the Rehabilitation Center. They were immediately integrated into classes, grouped as all other trainees by academic achievement level. Classes continued as usual. Existing groups welcomed their new members and the Clayton residents, reserved at first, were soon as vocal as everyone else.

The Rehabilitation Center restricted the men to Center grounds and set the rules against use of the telephone or any other contact with "the outside." During the first week, there were a few minor infractions, all easily handled by both group and individual HRD sessions.

Subsequently, one man was returned to the Rehabilitation Center and refused further training (at least for that cycle) at IMC. After breaking several Rehabilitation Center regulations, he had passed a

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Subsequently, one man was returned to the Rehabilitation Center and refused further training (at least for that cycle) at IMC. After breaking several Rehabilitation Center regulations, he had passed a note asking for "a $25 bag of stuff and a tube of Wyamine instead of lunch." IMC's report of this incident to the Rehabilitation Center resulted in one man's expulsion from the ongoing program and a lot less skepticism on the part of security officers at the Rehabilitation Center.

Another man decided to drop out of the program after two weeks of training, saying he "wouldn't be able to learn anything." Another whose sentence was almost up said he wouldn't continue training after his release and so elected to drop out before release.

The remaining seven, especially two non-readers, were enthusiastic and had been concerned that one man's infraction of rules might jeopardize their own enrollment.

The Clayton residents, however, were no different from other IMC trainees except that they had current convictions rather than past records.

Four Clayton residents graduated from the second cycle, and five from the third. Of the four Cycle II graduates, one was working at the time of most recent follow-up as a $550-a-month salesman for a tire company; one was a $40-a-week part-time mechanic; one had admitted himself to Napa State Hospital for drug treatment and was on a leave of absence from a job; and one had left the area, leaving no forwarding address.

Of the Cycle III graduates one joined the U.S. Marine Corps; one joined a construction firm as a heavy equipment operator at $5.15 an hour; one joined a construction firm as a laborer at $169 a week; and two left the East Bay area.

While it is too early to evaluate IMC's effect on the Clayton trainees, Center staff feel it is a good experiment which broadens, without changing, the scope of the total program.

The one-year experience with an exciting new program raises as many questions as it answers. While the techniques of U S R and D is to answer questions in a pragmatic, show-how-it-is-done fashion, reflecting its management orientation, this does not indicate that the corporation shys away from the theoretical analysis which is essential if those who design programs are to duplicate this methodology.

In a demonstration program, the answer to a real problem must be in terms of the moment; in short, a practical solution to a surfaced and visible problem. Analysis comes later, paralleling the methodology of the physical sciences. Research conclusions therefore as based as much on reflective "hindsight" as they are on careful planning.

From this methodology comes recurring questions, some as yet unanswered.

Does the contractor, for example, propose that his methods supercede CEP or perhaps N.A.B.? Is the purpose of this report to argue that pre-vocational (or, indeed, all manpower) training be assigned to private contractors rather that government institutions? And, does private-sector contracting of manpower programs guarantee the Government any kind of special "access" to employer groups not enjoyed by governmental institutions themselves?

The answer to each question has to be a yes-no. None of the problems these questions suggest are easily answered. There are, however, trends which this contractor has not hesitated to ennumerate and they form the basis from which the tentative conclusions and suggestions were drawn.

Some of the conclusions are more definite than others.

As can be seen from other sections of this report, the IMC's ultimate role as a supportive-service delivery system was substantially greater than was envisioned at the time the original planning was done.

IMC staffers assumed a helper role vis-a-visenrollees in the latter's dealings with many different institutions — the courts, police, welfare, the employment service, the schools and others.

It is the contractor's contention that only a *new* entity in Pittsburg-Antioch, such as the IMC, could perform this function, since long-standing inter-and intra-institutional relationships appeared, in Pittsburg-Antioch as elsewhere, to have created an inflexibility which in turn was responsible for the amount of extra-curricular work done on enrollees' behalf by the IMC staff.

It may be argued that creation of a new instrumentality such as an IMC does not guarantee that the new entity will be any more responsive than the existing ones, and this is certainly true.

It must be borne in mind, however, that all the supportive services undertaken by IMC staff had as their basic motivation the creation of a situation in which the enrollees could obtain and keep jobs – and that the contractor was provides with an incentive fee based on the success according to these two criteria.

Incentive contracts, then, are a key to the creation of the support system.

The JOBS program contains elements of this incentive system, in a negative way: The greater the effectiveness of the individual contractor's support sytem, the less the trainee turnover, and the greater the chance that the contractor will recoup his full entitlement for extraordinary training costs.

The CEP prime contracts make no provision for incentive fees, and it is not known whether any individual CEP subcontracts make such provision. This seems to be a point worth exploring.

It is clear that if incentive fees are to be part of contracts or sub-contracts for manpower programs, these contracts will necessarily involve the private sector, since only the private sector is in a position to translate incentive fees into profits.

This, then, is the contractor's basis for contending that private sector firms be more deeply involved in pre-vocational training programs sponsored by the Federal government.

Whether these same firms should be involved in skill-training is another question, and one on which the first year's IMC experience sheds little light.

The second year's IMC contract makes provision for in-plant skill training, and results will be reported as appropriate.

Another section of this report deals with the question of the extent to which IMC enrollees were benefited by the contractor's "access" to the Pittsburg-Antioch industrial community.

Briefly, the question cannot yet be answered. The local industries were automated reducing employment opportunities; several labor disputes further depressed the labor market during the IMC's first year and the industrial community's commitment to the program – as measured by specific job promises – was not as strong as the contractor and the IMC program's sponsor, the Bay Area Management Council, had been led to believe.

HOW THE CONTRACTOR RESPONDED

IMC staff legwork led to a different kind of access – to wholesale, retail and distributive firms, and governmental employers – which resulted in the bulk of placements for IMC graduates.

The contractor believes that the program's flexibility was a vital element in creating the new access when the predicted one proved disappointing, and that it is unlikely that pre-existing institutions quickly adapted themselves to what has been, in effect, the development of a "new market" for the placement of graduates. The same theory extends to the opening of other educational opinions.

The question of the replicability of the IMC has been touched on several times in this report, and it is the contractor's belief that the center is, indeed,

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The question of the replicability of the IMC has een touched on several times in this report, and it is he contractor's belief that the center is, indeed, replicable elsewhere, perhaps as a new model for N.A.B., or CEP. Any other future centers could have several elements of commonality with the IMC:

–The basic educational materials, including both books and hardware.

–The Human Resources Development curriculum and the training/sensitizing of group leaders which precedes its implementation.

–The administrative configurations, including reporting systems, payroll, participant follow-through procedures, etc.

–The staff recruiting system, which draws from several non-traditional sources, most notably returned Peace Corps volunteers, which mixes seasoned personnel with promising new-comers.

–The quick-reaction timetable, which makes for quick start-up of center operations (in fact, new centers in the future might make a better record on this score than the IMC, which experienced site-location delays not intrinsic to the center concept).

–The Industrial Advisory Board format, modified as need be to include major employers in trade and distribution as well as industry.

Other than these elements, there is one other – staff cohesion and spirit – which cannot be fully predicted in advance. As this report indicates, the center's success was built on the hard work and long hours of the staff, and the willingness of staffers to work those hours was predicated on high morale and mutual confidence – what might be called "good personal chemistry."

The assembly of such a cohesive staff requires broad recruiting resources, good personal judgment, adequate compensation for initiative, and a bit of luck. While the first three elements are replicable, horseplayers and government contractors recognize that the last is not.

XVII RECOMMENDATIONS

IN THE BUILDING & CONSTRUCTION TRADES

Many of the contractor's operating experiences have served as the basis for the proposal for the second year's Center operation, which the Department of Labor has approved. Major modifications during the second year will be to try to increase the in-plant delivery of basic education and attitudinal training and an increased emphasis on the attitudinal management training for first-line management in area plants. The contractor's other recommendations, drawn from the first year's operating experience, fall into the following categories:

1. Location. The Center's location in Antioch has been ideal in one sense and less than ideal in another. The Pittsburg-Antioch area has the smallest amount of social-service delivery in Contra Costa County, and the need for such delivery systems undoubtedly speeded community acceptance of the Center. Future contractors, and the Manpower Administration, would be well advised to seek similarly under-programmed areas in the future in order to ensure early program viability. On the other hand, the Pittsburg-Antioch area industrial job-market is relatively static, as is explained earlier, and a future contractor would be well advised to structure the job development/placement effort to take full advantage of non-industrial job opportunities. As reported earlier, industry enthusiasm for the Pittsburg-Antioch Center did not necessarily translate itself into specific job opportunities, for a variety of reasons, and the Center was not as flexible as it might have been in the early days in seeking new relationships with employers who were hiring. The contractor believes this situation may obtain in other "urban fringe" areas.

2. Stipends for Trainees. As the earlier text makes

XVII RECOMMENDATIONS

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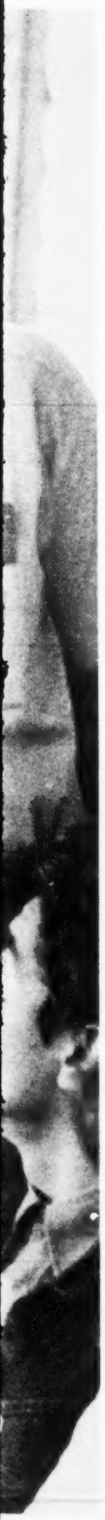
2. Stipends for Trainees. As the earlier text makes clear, the MDTA stipend procedure requires some "de-budding"before it can be effective in a center such as the Pittsburg-Antioch venture. Time-lags between enrollment and trainee receipt of initial checks are awkward, both in terms of absolute economic need and in terms of credibility. The contractor believes the solution is a revolving fund, but not – as in a current midwest project – one which requires incoming enrollees to sign a power-of-attorney, since an incoming enrollee, requires a period of time to gain confidence in a center, and an immediate requirement that such a power of attorney be signed is not calculated to instill his confidence. A large project such as Pittsburg-Antioch, operated by a national contractor, offers self-financing possibilities for allowances which may not be available in other manpower programs. The fact that the allowance problem was solved at



Pittsburg-Antioch may be an argument in favor of contractors with ample capital reserves, rather than smaller firms. When a program such as this is mounted by a public agency, of course, administrative regulations often prevent self-financing of the early stipend outlays – and, more often than not, preclude them altogether. The answer here, of course, is greater flexibility. The contractor believes also that any new stipend regulations should deal with the problems of enrollment of Center trainees from the Clayton Rehabilitation Center.

3. Transportation. The Pittsburg-Antioch Center experienced trainee transportation difficulties, and a substantial amount of staff time was devoted to the creation of trainee carpools and to the operation of pick-up and drop-off transportation services. This activity was occasioned by a lack of adequate public transportation. It must be remembered that Californians are a uniquely mobile group, and difficulties encountered in the implementation of this contract probably will be even more substantial and costly in analogous programs elsewhere in the country.

4. Job Development. The contractor was able to create a satisfactory relationship with local industry personnel officers, both through a regularized system of job-placement calls and through involvement of the personnel officials in Center activities. In the latter category of activities was the "role-play" training at the Center, in which personnel officers "played themselves" in simulated job interviews with trainees, after which the roles were reversed and the personnel officers had a chance to observe – and empathize with – "the view from the other side of the desk." It should be pointed out, however, that the activities were placement activities and did not enter into the larger area of job development, in the sense ofprofferred management assistance leading to realignment of functional assignments within a plant, and thusthe creation of new jobs.

5. Trainee Support. The experience of most recent manpower programs has been that trainee social services support properly performed are a costly and time-consuming activity, involving court appearances and other intercessions on behalf of trainees. The Industrial Manpower Center's experience is no exception to this finding. Contractor's staff time-keeping procedures made no provision for a break-out of staff time devoted to such support, but contractor now estimates that the function required about half of all administrative costs, or about 17 per cent of the total per-graduate cost, or roughly $212/per graduate. The advantages of this effort were substantial, in human terms, in trainee retention rates, and in community acceptance of the center concepts.

6. Linkages and Interagency Relations. The establishment of a new institution in any community is a delicate and sophisticated activity, requiring as it does a finesse in dealing with other pre-existing institutions as well as groups of individuals who feel that their interests have not been served by those institutions in the past. A recitation of specific solutions to various interagency-relations problems would require more space than is appropriate for this volume, but in general it can be said that considerable managerial and community-relations acumen are required and should be a pre-requisite for programs of this nature.

7. Career Ladders for Center Staff. In theory, it should be eminently feasible for trainees, having absorbed a feeling for group process and education during their own training, to move upon graduation into entry-level training slots on the center staff, and this happened in one case. The reason it did not happen more often is that shifting status from a trainee to a trainer exposes an individual to many peer-group pressures, some of which are not yet clearly understood. A secondary reason is that more participation in group processes does not necessarily give an individual in-depth insights into group dynamics; only the most alert and thoughtful trainees gain an appreciation of group leadership through group participation. Peer pressures also seem to inhibit trainees from making the jump to basic education monitors, or guides, but another equally important element seems to be lack of confidence in mastering the curriculum enough to teach. The contractor's efforts toward expanding career-ladder

possibilities is continuing in the Center's second year.

8. Staff Hiring from the Area. This original goal is, of course, somewhat different from the career-ladder concept, since it was the contractor's intent, in the first instance, to hire management staff from the local or nearby communities to take the places of staffers "imported" from the contractor's corporate headquarters. An earlier section of this report indicates that the effort was less than fully successful, due largely to site-selection delays which in turn delayed program implementation, which in turn required the continued use of seasoned staff from the corporate headquarters. The site-selection difficulty, however, does not preclude a conclusion that potential staffing resources in an "urban fringe" area are inclined to be sparse, since the most able administrators – and the most sensitive trainers – already have felt the call of the cities, and are no longer available, their interests and idealism having been drawn by the notion of "cities in crisis" while their incomes are being improved by urban pay-scales. The contractor also felt the year-by-year funding status of the IMC program was an impediment to long-term recruitment since many able potential staffers were deterred by the fact that the IMC program was, and is, experimental and offers payroll longevity assurances only on the basis of the contractor's corporate needs which need not coincide with any intent to remain located in the San Francisco Bay area.

9. Basic Education and HRD. It is becoming readily apparent that the astronomical jumps in educational attainment are not solely due to the materials themselves, or to the method in which they are taught.

Some of the success must be attributed, of course, to this factor, and to the fact that trainees feel that they will not be abandoned after the ten week session is ended. The total responsibility, from recruiting, to post-placement backstopping, contributes to the desire to learn.

This contractor believes, however, that the most significant factor in rapid learning is the inclusion of the HRD component, the opening up of the human being, the awakening of not only desire, but of a sense of accomplishment.

The greatest wall to employment and learning is
the self image the trainee carries on his shou
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10. Continuing the IMC. If the IMC i
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The contractor believes that this intense in
already being expressed and that during the
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But, as is usual in many resear
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successful idea is as difficult a process as ach
program's stated goals.

At the heart of the matter is the fact
manpower pie is already divided between
institutions, each with its committments an
often than not, already concerned about the
money to manage its own operations.

It is naive to expect cost-oriented local in
to pick up the entire cost of an IMC operati
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upgrading. In some instances, with the
corporations, some eventual contribution
expected for successful hires, perhaps on the
what it takes to recruit a stable employee.

It must also be remembered that in the
fringe areas, the plants frequently are at the e
long corporate reporting process and the gene
of the game is not "to rock the boat." Fre
those who are unfamiliar with the industria
fail to credit the courage it takes for a loca

the self image the trainee carries on his shoulders. He has accepted society's definition of himself. He regards frustration and failure, disappointment and disillusionment as his life cycle. The HRD segment snaps him out of this framework. This contractor feels it is a vital component to pre-vocational programs and well worth the long hours it takes.

10. Continuing the IMC. If the IMC is indeed performing a valuable community service, so the thinking goes, indications should be forthcoming of a desire by local interests, public and/or private, to carry on the center's activities at the end of the experimental period.

The contractor believes that this intense interest is already being expressed and that during the second year it will reach abnormal peaks. The support of the IMC is there and it is broadly based ranging from the leaders of the so-called "Establishment" to the bypassed ghetto residents. It ranges from judges and police chiefs to prisoners and ex-prisoners.

But, as is usual in many research and demonstration projects, the continuity of funding a successful idea is as difficult a process as achieving a program's stated goals.

At the heart of the matter is the fact that the manpower pie is already divided between existing institutions, each with its committments and, more often than not, already concerned about the lack of money to manage its own operations.

It is naive to expect cost-oriented local industries to pick up the entire cost of an IMC operation. The most industry can be expected to do is to hire the formerly disadvantaged, put them on a career track as an equal with those who they have traditionally hired, sensitize management to providing an understanding work and personnel environment for this new employee, and to pay for skill training or upgrading. In some instances, with the larger corporations, some eventual contribution can be expected for successful hires, perhaps on the level of what it takes to recruit a stable employee.

It must also be remembered that in the urban fringe areas, the plants frequently are at the end of a long corporate reporting process and the general rule of the game is not "to rock the boat." Frequently those who are unfamiliar with the industrial world fail to credit the courage it takes for a local plant manager, or lower corporate executive, to venture into new or controversial areas. If all goes well, he benefits; but if something fails, if the new employee causes corporate problems or unfavorable publicity, it is the local manager who pays the full penalty. The corporate reviewing process is heavily oriented to provide rewards for stability or reduced costs. The manager who understands these evaluation techniques has a prior committment which often requires social committment to take a back seat. If this one lesson were understood by government officials dealing at this level, it would be a major contribution to the solution of the problem.

Where, then, can the money be obtained to continue successful programs?

There would seem to be three contemporary possibilities.

The first is to alter existing programs with further tests. For example, the program of the National Alliance of Businessmen could be altered to provide a national test of this heavy pre-vocational emphasis before entry into a MA program. If that national test is successful by N.A.B. standards and needs then it might result in an administrative adjustment of regulations.

The second is to search through the catalogue of existing manpower operations for the funding necessary to continue the program. This will require help at both the Washington and Sacramento level. It may also require inter-agency cooperation and adjustment of existing procedures or allocations.

The third is to suggest legislative change so that a program of this nature can become national policy.

The most pragmatic and immediate solutions lie in points one and two above. Under the N.A.B. the flow of money to industry can be altered most easily. Under point two, not only can traditional money sources be tapped, but with the help of Washington administrators, existing manpower concepts might be altered for inclusion of a program of this nature (CEP, for example).

It is not the contention of this contractor that traditional programs be scrapped, but merely that a new concept be made available through traditional funding sources as an alternative which might have either widespread or limited application depending on the needs of the local community.

XVIII STATISTICAL SUMMARY OF RESULTS

The following statistical record is the Center's score sheet and details the following:

. . .cost figures for the program's functional categories (recruitment, community relations, Basic Education and HRD training, job development, etc.)

. . .the number of enrollees, graduates and dropouts

. . .the numbers and percentages of those placed and holding jobs

. . .job placement by industry, occupation and wage level

. . .the number of pre-employed graduates who achieved some upgrading

. . .educational improvement as a result of training.

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TABLE I

COST ANALYSIS SUMMARY

The following cost analysis has been compiled by breaking down the actual costs into the following time periods:

May, June & July 1968
  Site Selection Staffing and Organization
  Cycle I Recruiting

August, September & October 1968

  Cycle I classes and Follow-up
  Cycle II Recruiting

November, December 1968, January 1969

  Cycle II classes and Follow-up
  Cycle III Recruiting

February, March & April 1969

  Cycle III classes and Follow-up
  Cycle IV Recruiting

The salary portion of the cost analysis has been computed by obtaining the percentage of time spent in the various categories by all personnel and combining same to reach the total costs.

The individual cost per student includes the cost of Recruiting, Community Relations, Administration, Basic Education and HRD Training, Job Development and Follow-up.

TABLE II

TOTAL AND PER STUDENT PHASE I COSTS

	I INITIAL COST	II CYCLE 1 123 GRADS	III CYCLE 2 121 GRADS	IV CYCLE 3 116 GRADS	V CYCLE 4 UNKNOWN	TOTAL
Community Relations	$ 5659.33	$ 4982.57	$ 3828.97	$ 2483.23	$	$ 16954.10
Administration (1)	25075.19	60123.04	45083.61	47641.32		177923.16
Staff Training & Development	11707.96					11707.96
Recruiting		11952.00	13502.05	14563.46	13087.90	53105.41
Basic Education & HRD Training		63404.11	63250.37	56049.64		182704.12
Job Development & Follow-up		7639.30	10513.03	17928.98		30681.31
Management Fees (2)						23500.00
	$42442.48	$148101.02	$136178.03	$138666.63	$13087.90	
TOTAL COST OF PHASE I						$501976.06 (3)

Breakdown of Cost Per Student by Cycle

	Cycle 1 123 Grads	Cycle 2 121 Grads	Cycle 3 116 Grads	Average 360 Grads
Recruiting	$ 97.17	$ 111.59	$ 125.55	$ 111.44
Community Relations	40.51	31.64	21.41	31.18
Administration	488.81	372.59	410.70	424.03
Basic Education & HRD Training	523.60	525.48	471.69	506.93
Job Development & Follow-up	62.11	86.88	154.56	101.18
Management Fees	65.27	65.27	65.27	65.27
TOTAL COST PER STUDENT	$1277.47	$1193,45	$1249.17	$1240.03

(1) Administration includes fixed & operating costs (rent, utilities, equipment, furniture, communications, etc.) and could be distributed proportionately among the other functional program categories.

(2) Includes incentive fees for graduates, job and training placements.

(3) Represents the period from May 1, 1969 through April 30, 1969 and does not include post graduate support services, job-placement and follow-up for the period from May 1, 1969 through December 31, 1969.

TABLE IV
CYCLE I

			COST PER GRADUATE
A. Recruiting			
Salaries	$ 8347.98		$ 67.87
Supplies	1512.40		12.30
Travel	563.96		4.58
Med./Dental Exam & Follow-up	1527.66		12.42
Total Recruiting		$ 11952.00	$ 97.17
B. Community Relations			
Salaries	$ 4671.20		$ 37.98
Travel	311.37		2.53
Total Community Relations		4982.57	$ 40.51
C. Direct Class Room Costs			
1–Administration			
Salaries	8715.64		70.86
Travel	386.19		3.14
Supplies	3093.54		25.15
Equipment	4778.21		38.85
Furniture	4996.06		40.62
Rent	8488.80		69.02
Utilities	365.56		2.97
Communications	3492.02		28.39
Insurance	164.00		1.33
Management Fees			--
Fiscal Agent Fees	292.98		2.38
Support General Office	4912.50		39.94
Support Personnel	13607.40		110.63
Support Travel	3162.57		25.71
Employee Welfare	3667.57		29.82
Total Direct Class Room Cost		60123.04	$488.81
2–Basic Education and HRD Training			

Travel	386.19		3.14
Supplies	3093.54		25.15
Equipment	4778.21		38.85
Furniture	4996.06		40.62
Rent	8488.80		69.02
Utilities	365.56		2.97
Communications	3492.02		28.39
Insurance	164.00		1.33
Management Fees			--
Fiscal Agent Fees	292.98		2.38
Support General Office	4912.50		39.94
Support Personnel	13607.40		110.63
Support Travel	3162.57		25.71
Employee Welfare	3667.57		29.82
Total Direct Class Room Cost		60123.04	$488.81
2–Basic Education and HRD Training			
Materials	40000.00		333.33
Salaries	23125.69		188.01
Travel	194.85		1.58
Supplies	83.57		.68
Total Basic Education & HRD Training		63404.11	$ 523.60
3-Job Development & Follow-Up			
Salaries	7161.74		$ 58.23
Travel	477.56		3.88
Total Job Development & Follow-Up		7639.30	$ 62.11
TOTAL RECRUITING & CYCLE I		$ 148101.02	$1212.20

TABLE III

START-UP PERIOD

A.Community Relations		
Salaries	5301.12	
Travel	358.21	
Total Community Relations		$5659.33
B.Administration		
Salaries	$5806.52	
Travel	392.24	
Supplies	900.82	
Equipment	287.20	
Furniture	3210.75	
Rent	615.00	
Utilities	145.86	
Communications	384.57	
Management Fees	---	
Fiscal Agent Fees	26.63	
Support General Office	4912.50	
Support Personnel	3117.40	
Support Travel	4469.94	
Employee Welfare	805.76	
Total Administration		25075.19
C. Staff Training and Development		
Salaries	$6509.69	
Promotional Matl/Adv.	644.37	
Travel	437.78	
Supplies	4114.12	
Total Staff Training & Development		11707.96
TOTAL COST OF OPERATIONS		$42442.48

TABLE V
CYCLE II

			COST PER GRADUATE
A. Recruiting			
Salaries	$8674.68		$71.69
Supplies	574.03		4.74
Travel	578.50		4.78
Med/Dental Exam & Follow-up	2325.00		19.22
Promotional Matl./Advertisement	1349.84		11.16
Total Recruiting		$13502.05	111.59
B. Community Relations			
Salaries	3369.67		27.85
Travel	459.30		3.79
Total Community Relations		3828.97	31.64
C. Direct Class Room Costs			
1. Administration			
Salaries	7165.19		59.22
Travel	250.89		2.07
Supplies	1680.99		13.89
Equipment	3393.96		28.05
Furniture	65.40		.54
Rent	5277.64		43.62
Utilities	600.00		4.96
Communications	2160.94		17.86
Insurance	335.54		2.77
Management Fees	--		--
Fiscal Agent Fees	347.56		2.87
Support General Office	4912.50		40.60
Support Personnel	10561.12		87.28
Support Travel	3646.75		30.14
Employee Welfare	4685.13		38.72
Total Direct Class Room Costs		45083.61	372.59
2. Basic Education & HRD Training			
Materials	40000.00		333.33
Salaries	22958.52		189.74
Travel	291.85		2.41
Supplies	--		--
Total Basic Ed. & HRD Training		63250.37	525.48
3. Job Development & Follow-Up			
Salaries	10294.74		85.08
Travel	218.28		1.80
Total Job Development & Follow-Up		10513.03	86.88
TOTAL RECRUITING & CYCLE II CLASSES		136178.03	1128.18

TABLE VI
CYCLE III

			COST PER GRADUATE
A. Recruiting			
Salaries	9010.68		77.68
Supplies	1059.79		9.14
Travel	486.42		4.20
Med./Dental Exam & Follow-up	3444.29		29.69
Promotional Matl./Advertisement	562.28		4.85
Total Recruiting		14563.46	125.55
B. Community Relations			
Salaries	2307.22		19.89
Travel	176.01		1.52
Total Community Relations		2483.23	21.41
C. Direct Class Room Costs 1. Administration			
Salaries	7343.72		63.31
Travel	186.00		1.60
Supplies	994.03		8.57
Equipment	4816.43		41.52
Furniture	234.31		2.02
Rent	2588.02		22.31
Utilities	1312.29		11.31
Communications	2898.85		24.99
Insurance	---		---
Management Fees	---		---
Fiscal Agent Fees	1566.96		13.51
Support General Office	4912.50		42.35
Support Personnel	12695.23		107.44

B. Community Relations				
Salaries	2307.22		19.89	
Travel	176.01		1.52	
Total Community Relations		2483.23	21.41	
C. Direct Class Room Costs				
1. Administration				
Salaries	7343.72		63.31	
Travel	186.00		1.60	
Supplies	994.03		8.57	
Equipment	4816.43		41.52	
Furniture	234.31		2.02	
Rent	2588.02		22.31	
Utilities	1312.29		11.31	
Communications	2898.85		24.99	
Insurance	---		---	
Management Fees	---		---	
Fiscal Agent Fees	1566.96		13.51	
Support General Office	4912.50		42.35	
Support Personnel	12695.23		107.44	
Support Travel	3951.03		34.06	
Employee Welfare	4141.95		35.71	
Total Direct Class Room Costs		47641.32	410.70	
2. Basic Education & HRD Training				
Materials	40000.00		333.33	
Salaries	15660.00		135.00	
Travel	188.59		1.63	
Supplies	201.05		1.73	
Total Basic Education & HRD Training		56049.64	471.69	
3. Job Development & Follow-up				
Salaries	10356.52		89.28	
Travel	338.25		2.92	
Supplies	7234.21		62.36	
Total Job Development & Follow-up		17928.98	154.56	
TOTAL RECRUITING & CYCLE III CLASSES			138666.63	1183.91

TABLE VII
CYCLE IV RECRUITING*

Recruiting			Unknown
Salaries	7758.73		
Supplies	816.66		
Travel	286.87		
Promotional Matl./ Advertisements	4225.64		
Total Recruiting		13087.90	

* In anticipation of second year activities.

TABLE VIII

SALARY BREAKDOWN—MAY, JUNE, JULY 1968

Community Relations		5301.12
Administrative Costs		
Supervision	4078.45	
Bookkeeping	761.52	
Secretaries	909.25	
Janitor	57.30	
Total Administrative		5806.52
Preparation of Staff Prior to Recruiting		
Testing Manuals	1275.00	
Evaluation of Materials	1468.28	
Training Staff	2187.73	
Staff in Training	1578.68	
Total Staff Preparation		6509.69

TABLE IX

SALARY BREAKDOWN – AUGUST, SEPTEMBER,

				COST PER GRADUATE
Recruiting				
Supervision		2154.67		17.52
Applications				
Door to door	2101.08			17.08
At center	913.19			7.42
By phone	146.13			1.19
Total Applications		3160.40		25.69
Follow-Up				
Phone check appointments	276.13			2.25
Interviews at center	583.63			4.74
Interviews in field	583.63			4.74
Total Follow-up		1443.39		11.73
Testing and preparation for classes				
Test given	1232.58			10.02
Grading tests	145.67			1.18
Written reports	146.14			1.19
Set up medical appointments	65.13			.53
Total testing and Class Prep		1589.52		12.92
TOTAL SALARY BREAKDOWN CYCLE I RECRUITING			8347.98	67.86
General Administration				
Supervision		2408.40		19.58
Check attendance		90.00		.73
Interviewing		666.62		5.42
KBK		157.54		1.28
Typing		2482.21		20.18
Stipends		1000.00		8.13
Bookkeeping		736.74		5.99
Janitor		830.85		6.76
Calls to Absent members homes		343.28		2.79
Total Administration Costs			8715.64	70.68

Direct Class Room C

Supervisor couns
Training staff an
Material evaluati
new materia
Classroom time –
Attend training
Testing
Grading tests
Work out subjec
groups
Report days prog
Total Direct

Graduate Follow-up

Job Developmen
Graduate Follow
Total Job D
Follow-up
TOTAL DIRECT

Community Relatio

TABLE IX

SALARY BREAKDOWN – AUGUST, SEPTEMBER, OCTOBER 1968

			COST PER GRADUATE				
				Direct Class Room Costs			
	2154.67		17.52				
				Supervisor counselling	447.53		3.64
2101.08			17.08	Training staff and trainees	3228.29		26.25
913.19			7.42	Material evaluation and writing			
146.13			1.19	new material	3701.25		30.09
	3160.40		25.69	Classroom time – Staff	9332.90		75.88
				Attend training meetings – Staff	1868.12		15.19
				Testing	447.54		3.63
				Grading tests	447.54		3.63
276.13			2.25	Work out subject matter for	2432.73		19.78
583.63			4.74	groups			
583.63			4.74	Report days progress	1219.79		9.92
	1443.39		11.73	Total Direct Class Room Costs		23125.69	188.01
				Graduate Follow-up (Unable to get detail on this period)			
1232.58			10.02				
145.67			1.18	Job Development and placement	2156.77		17.54
146.14			1.19	Graduate Follow-up	5004.97		40.69
				Total Job Development and			
65.13			.53	Follow-up		7161.74	58.23
				TOTAL DIRECT CLASS ROOM COSTS		39003.07	317.10
	1589.52		12.92				
				Community Relations	4671.20		37.98
		8347.98	67.86				
	2408.40		19.58				
	90.00		.73				
	666.62		5.42				
	157.54		1.28				
	2482.21		20.18				
	1000.00		8.13				
	736.74		5.99				
	830.85		6.76				
	343.28		2.79				
		8715.64	70.68				

TABLE X
SALARY BREAKDOWN – NOVEMBER, DECEMBER 1968 AND JANUARY 1969 (1)

				COST PER GRADUATE		
Community Relations			979.28	8.09		
Administrative						
Supervision		619.44		5.12		
Bookkeeping		147.29		1.22		
Secretaries – Typing		1066.18		8.81		
Janitor		166.10		1.37		
Total Administrative			1999.01	16.52		
Preparation of Staff						
Material Evaluation & New Material		447.36		3.70		
Testing Manuals		651.00		5.38		
Training Staff		716.68		5.92		
Staff in Training		194.19		1.61		
Total Preparation			2009.23	16.61		
Recruiting						
Supervision		1030.07		8.51		
Applications						
Door to door	885.42			7.32		
At Center	511.30			4.23		
By phone	177.08			1.46		
Total Application		1573.80		13.01		
Follow-up						
Phone check appointment	53.22			.44		
Interviews at Center	213.21			1.76		
Interviews in field	213.21			1.76		
Total Follow-up		479.64		3.96		
Testing and Class Preparation						
Tests given	461.71			3.82		
Grading tests	53.38			.44		
Written reports	53.38			.44		
Set up Medical Exams	35.18			.29		
Total Testing		603.65		4.99		
Total Recruiting			3687.16	30.47		
TOTAL SALARY BREAKDOWN CYCLE II RECRUITING					8674.68	71.69

TABLE X

SALARY BREAKDOWN – NOVEMBER, DECEMBER 1968 AND JANUARY 1969 (2)

			COST PER GRADUATE
General Administration			
Supervision	2990.26		24.71
Check attendance	72.80		.60
Interviewing	72.80		.60
KBK	72.57		.60
Typing	744.45		6.15
Stipends	1000.00		8.26
Bookkeeping	1406.74		11.63
Janitor	470.75		3.89
Calls to absent members homes	334.82		2.77
Total Administrative Costs		7165.19	59.21
Community Relations		3369.67	27.85
Direct Class Room Costs			
Supervisor counselling	493.29		4.08
Training staff	3403.95		28.13
Material evaluation and writing new material	493.29		4.08
Class room time - Staff	11675.40		96.49
Attend training meetings	1576.04		13.03
Testing	493.28		4.08
Grading tests	493.29		4.08
Work out subject matter for groups	2393.50		19.78
Report days progress	1148.07		9.49
Take trainees on interviews	263.08		2.17
Home visits to trainees	262.25		2.16
Calls to trainees for job placement	263.08		2.17
Total Class Room Costs		22958.52	189.74
Graduate Job Development			
Calls to prospective employers	1388.04		11.47
Advise graduates and trainees on empl.	1388.04		11.47
Keep records on job placement	173.23		1.43

Calls to absent members homes	334.82		2.77
Total Administrative Costs		7165.19	59.21
Community Relations		3369.67	27.85
Direct Class Room Costs			
Supervisor counselling	493.29		4.08
Training staff	3403.95		28.13
Material evaluation and writing new material	493.29		4.08
Class room time - Staff	11675.40		96.49
Attend training meetings	1576.04		13.03
Testing	493.28		4.08
Grading tests	493.29		4.08
Work out subject matter for groups	2393.50		19.78
Report days progress	1148.07		9.49
Take trainees on interviews	263.08		2.17
Home visits to trainees	262.25		2.16
Calls to trainees for job placement	263.08		2.17
Total Class Room Costs		22958.52	189.74
Graduate Job Development			
Calls to prospective employers	1388.04		11.47
Advise graduates and trainees on empl.	1388.04		11.47
Keep records on job placement	173.23		1.43
Keep statistics on job placement	173.77		1.44
Travel to prospective employers and trainees homes	1041.01		8.60
Meeting for results of job calls	694.02		5.74
Reports on job calls	694.02		5.74
Total Job Development		5552.13	45.89
Graduate Follow-Up			
Check with employers re-training program	2371.30		19.60
Advise and help employees when a job problem arises (by phone and home visits)	2371.31		19.60
Total Follow-Up		4742.61	39.20
TOTAL DIRECT CLASS ROOM COSTS		43788.12	361.89

TABLE XI
SALARY BREAKDOWN – FEBRUARY-APRIL 1969 (1)

				COST PER GRADUATE
Community Relations			$ 723.55	$ 6.24
Administrative				
Supervision		$1042.14		8.98
Bookkeeping		281.46		2.43
Secretaries - typing		162.50		1.40
Janitor		94.19		.81
Total Administrative			1580.29	13.62
Preparation of Staff				
Material evaluation and writing new material		$493.48		$4.25
Testing manuals				--
Training staff		941.72		8.12
Staff in training		272.42		2.35
Total Preparation of Staff			1707.62	14.72
Recruiting (Cycle III)				
Supervision			523.35	4.51
Applications				
Door to door	$1745.49			15.05
At center	855.63			7.38
By phone	349.57			3.01
Total Applications			2950.69	25.44
Follow-up				
Phone check appointments	135.44			1.17
Interviews at center	307.43			2.65
Interviews in field	249.18			2.15
Total Follow-up			692.05	5.97
Testing and class preparations				
Tests given	610.94			5.27
Grading tests	92.37			.79
Written reports	77.35			.67
Set up medical exams	52.47			.45
			833.13	7.18
TOTAL RECRUITING (CYCLE III)			9010.68	77.68

TABLE XI
SALARY BREAKDOWN – FEBRUARY–APRIL 1969 (2)

			COST PER GRADUATE
General Administration			
Supervision	$2213.65		$ 19.08
Check attendance	123.24		1.06
Interviewing	123.24		1.06
KBK	122.85		1.05
Typing	1953.03		16.85
Stipends	1000.00		8.62
Bookkeeping	704.12		6.07
Janitor	830.74		7.16
Calls to absent members homes	272.85		2.36
Total Administration		$7343.72	63.30
Community Relations		2307.22	19.89
Direct Class Room Costs			
Supervisor counselling	853.64		7.36
Training staff	4832.22		41.66
Material evaluation and writing new material	506.02		4.36
Staff class room time	6524.50		56.25
Attend training meetings	300.47		2.59
Testing	506.02		4.36
Grading tests	506.02		4.36
Workout subject matter for groups	880.17		7.59
Report days progress	150.47		1.30
Take trainees on interviews	150.00		1.29
Home visits to trainees	150.47		1.30
Calls to trainees for job placement	150.00		1.29
Go to court with trainees	150.00		1.29
Total Class Room Costs		$15660.00	135.00
Graduate Job Development			
Calls to prospective			

Community Relations		2307.22	19.89
Direct Class Room Costs			
Supervisor counselling	853.64		7.36
Training staff	4832.22		41.66
Material evaluation and writing new material	506.02		4.36
Staff class room time	6524.50		56.25
Attend training meetings	300.47		2.59
Testing	506.02		4.36
Grading tests	506.02		4.36
Workout subject matter for groups	880.17		7.59
Report days progress	150.47		1.30
Take trainees on interviews	150.00		1.29
Home visits to trainees	150.47		1.30
Calls to trainees for job placement	150.00		1.29
Go to court with trainees	150.00		1.29
Total Class Room Costs		$15660.00	135.00
Graduate Job Development			
Calls to prospective employers	1548.35		13.33
Advise graduates and trainees on employment	1548.35		13.33
Keep records on job placement	193.23		1.67
Keep statistics on job placement	193.85		1.68
Travel to prospective employer and trainees homes	1161.26		10.02
Meeting for results of job calls	774.17		6.68
Reports on job calls	774.18		6.68
Total Job Development		6193.39	53.39
Graduate Follow-up			
Check with employers Re: training progress	2081.56		17.94
Advise and help employee when a job problem arises (by phone or by a home visit)	2081.57		17.95
Total Follow-up		4163.13	35.89
TOTAL DIRECT CLASS ROOM COSTS		35667.46	307.47

TABLE XI

SALARY BREAKDOWN – FEBRUARY–APRIL 1969 (3)

Community Relations			$ 1033.86
Administrative			
Supervision		$ 476.74	
Bookkeeping		140.88	
Secretaries - Typing		521.81	
Janitor		166.21	
Total Administrative			1305.64
Preparation of Staff			
Material Evaluation & New Material		$ 607.44	
Training Staff		939.51	
Staff in Training		144.54	
Total Preparation			1691.49
Recruiting (Cycle IV)			
Supervision		$ 809.01	
Applications			
Door to Door	$ 1246.26		
At Center	561.97		
By Phone	249.95		
Total Applications		$2058.18	
Follow-up			
Phone Check appointments	$ 140.43		
Interviews at Center	195.80		
Interviews in field	97.33		

Janitor		166.21	
Total Administrative			1305.64
Preparation of Staff			
Material Evaluation & New Material		$ 607.44	
Training Staff		939.51	
Staff in Training		144.54	
Total Preparation			1691.49
Recruiting (Cycle IV)			
Supervision		$ 809.01	
Applications			
Door to Door	$ 1246.26		
At Center	561.97		
By Phone	249.95		
Total Applications		$2058.18	
Follow-up			
Phone Check appointments	$ 140.43		
Interviews at Center	195.80		
Interviews in field	97.33		
Total Follow-up		$ 433.56	
Testing and Class Preparation			
Tests given	$ 295.32		
Grading tests	59.65		
Written reports	42.00		
Set up Medical Exams	30.02		
Total Testing		$ 462.99	
Total Recruiting			$ 3727.74
TOTAL SALARY BREAKDOWN CYCLE IV RECRUITING			$ 7758.73

TABLE XII

ENROLLEES, GRADUATES, DROPOUTS

Unemployed at Start of Training	Cycle I		Cycle II		Cycle III		Totals	
Total Enrolled	118		122		125		365	
Graduated		100		97		95		292
Dropped Out		18		25		30		73
% Graduated	85%		80%		76%		80%	
% Dropped Out	15%		20%		24%		20%	
Black								
Total Enrolled	58		51		58		167	
Graduated		49		39		45		133
Dropped Out		9		12		13		34
% Graduated	84%		76%		78%		80%	
% Dropped Out	16%		24%		22%		20%	
Anglo								
Total Enrolled	32		48		43		123	
Graduated		28		38		32		98
Dropped Out		4		10		11		25
% Graduated	88%		79%		74%		87%	
% Dropped Out	12%		21%		26%		13%	
Mexican-American								
Total Enrolled	28		23		24		75	
Graduated		23		20		18		61
Dropped Out		5		3		6		14
% Graduated	88%		87%		75%		81%	
% Dropped Out	12%		13%		25%		19%	
Male								
Total Enrolled	86		94		99		279	
Graduated		70		71		69		210
Dropped Out		16		23		30		69
% Graduated	81%		76%		70%		75%	
% Dropped Out	19%		24%		30%		25%	
Female								
Total Enrolled	32		28		26		86	
Graduated		30		26		26		82
Dropped Out		2		2		–		4
% Graduated	94%		93%		100%		95%	
% Dropped Out	6%		7%		–		5%	

TABLE XIII

ENROLLE ES, GRADUATES DROPOUTS

Employed at Start of Training	Cycle I	Cycle II	Cycle III	Totals
Total Enrolled	32	31	36	99
Graduated	23	24	21	68
Dropped Out	9	7	15	31
% Graduated	72%	77%	58%	69%
% Dropped Out	28%	23%	42%	31%
Black				
Total Enrolled	22	17	14	53
Graduated	17	14	11	42
Dropped Out	5	3	3	11
% Graduated	64%	82%	79%	79%
% Dropped Out	36%	18%	21%	21%
Anglo				
Total Enrolled	5	4	10	19
Graduated	2	0	6	8
Dropped Out	3	4	4	11
% Graduated	40%	–	60%	42%
% Dropped out Out	60%	100%	40%	58%
Mexican-American				
Total Enrolled	5	10	12	27
Graduated	4	10	4	18
Dropped Out	1	0	8	9
% Graduated	80%	100%	33%	67%
% Dropped Out	20%	–	67%	33%
Male				
Total Enrolled	26	18	31	75
Graduated	18	13	17	48
Dropped Out	8	5	14	27
% Graduated	69%	72%	55%	64%
% Dropped Out	31%	28%	45%	36%

Graduated		17		14		11		42
Dropped Out		5		3		3		11
% Graduated	64%		82%		79%		79%	
% Dropped Out	36%		18%		21%		21%	
Anglo								
Total Enrolled	5		4		10		19	
Graduated		2		0		6		8
Dropped Out		3		4		4		11
% Graduated	40%		–		60%		42%	
% Dropped out Out	60%		100%		40%		58%	
Mexican-American								
Total Enrolled	5		10		12		27	
Graduated		4		10		4		18
Dropped Out		1		0		8		9
% Graduated	80%		100%		33%		67%	
% Dropped Out	20%		–		67%		33%	
Male								
Total Enrolled	26		18		31		75	
Graduated		18		13		17		48
Dropped Out		8		5		14		27
% Graduated	69%		72%		55%		64%	
% Dropped Out	31%		28%		45%		36%	
Female								
Total Enrolled	6		13		5		24	
Graduated		5		11		4		20
Dropped Out		1		2		1		4
% Graduated	83%		85%		80%		83%	
% Dropped Out	17%		15%		20%		17%	

TABLE XIV

GRADUATES

	Cycle I	Cycle II	Cycle III	Totals
Total Contracted to Train	150	150	150	450
Actually Graduated	123	121	116	360
% Graduated	82%	81%	77%	80%
Unemployed at Start of Training				
Contracted to Train	100	100	100	300
Actually Graduated	100	97	95	292
% Graduated	100%	97%	95%	97.3%
Employed at Start of Training				
Contracted to Train	50	50	50	150
Actually Graduated	23	24	21	68
% Graduated	46%	48%	42%	45%

TABLE XV

GRADUATE WORK HISTORY

Time Worked on Job Prior To Entering Program

Average Time In Months	Number Graduates – Unemployed at Start of Training				% Graduates
	Cycle I	Cycle II	Cycle III	Total	

% Graduated	46%	48%	42%	45%

TABLE XV

GRADUATE WORK HISTORY

Time Worked on Job Prior To Entering Program

Average Time In Months	Number Graduates – Unemployed at Start of Training				% Graduates
	Cycle I	Cycle II	Cycle III	Total	
No Previous Experience	3	0	2	5	1.7%
Less Than 1 Month	10	14	8	32	10.9%
1-2 Months	24	28	32	84	28.8%
3-4 Months	20	18	12	50	17.1%
5-6 Months	12	11	12	35	12 %
7-8 Months	2	3	2	7	2.4%
9-10 Months	4	4	2	10	3.4%
11-12 Months	2	1	1	4	1.4%
More Than 1 Year	23	18	24	65	22.3%
TOTALS	100	97	95	292	100 %

TABLE XVI

PLACEMENT (1)

Unemployed At Start of Training	Cycle I		Cycle II		Cycle III		Totals	
Total Graduates	100		97		95		292	
Placed		92		74		76		242
Not Placed		8		23		19		50
% Placed	92%		76%		80%		82.9%	
% Not Placed	8%		24%		20%		17.1%	
Black								
Total Graduates	49		39		43		131	
Placed		45		26		37		108
Not Placed		4		13		6		23
% Placed	91.8%		66.7%		86%		82.4%	
% Not placed	8.2%		23.3%		14%		17.6%	
Anglo								
Total Graduates	30		35		32		97	
Placed		28		31		24		83
Not Placed		2		4		8		14
% Placed	93.3%		88.6%		75%		85.6%	
% Not a								
% Not placed	6.7%		11.4%		25%		14.4%	
Mexican-American								
Total Graduates	21		23		20		64	
Placed		19		17		15		51
Not Placed		2		6		5		13
% Placed	90.5		74%		75%		79.7%	
% Not Placed	9.5%		26%		25%		20.3%	
Male								
Total Graduates	74		72		67		213	

Anglo								
Total Graduates	30		35		32		97	
Placed		28		31		24		83
Not Placed		2		4		8		14
% Placed	93.3%		88.6%		75%		85.6%	
% Not a								
% Not placed	6.7%		11.4%		25%		14.4%	
Mexican-American								
Total Graduates	21		23		20		64	
Placed		19		17		15		51
Not Placed		2		6		5		13
% Placed	90.5		74%		75%		79.7%	
% Not Placed	9.5%		26%		25%		20.3%	
Male								
Total Graduates	74		72		67		213	
Placed		69		54		53		176
Not Placed		5		18		14		37
% Placed	93.2%		75%		79%		82.6%	
% Not Placed	6.8%		25%		21%		17.4%	
Female								
Total Graduates	26		25		28		79	
Placed		23		20		23		66
Not Placed		3		5		5		13
% Placed	88.5%		80%		82%		83.5%	
% Not Placed	11.5%		20%		18%		16.5%	

(1) Includes placement in jobs or further training.

All placement statistics are as of 4/30/69 and do not include successful placements between 5/1/69 and 12/31/69. The third cycle graduated on 4/11/69.

TABLE XVII
NUMBER OF JOB PLACEMENTS

	Graduates Unemployed, Start of Training	Total Number of Placements	Number of Graduates Placed in Jobs 1 Time	2 Times	3 Times	4 Times	5 Times
Cycle I	92	144	54	28	7	2	1
Cycle II	74	95	54	19	1	0	0
Cycle III	76	91	63	11	2	0	0
Totals	242	330	171	58	10	2	1

TABLE XVIII

PLACEMENT DETAILS

Unemployed at Start of Training	Cycle I		Cycle II		Cycle III		Totals	
Total Placed	92		74		76		242	
In Jobs		72		52		68		192
In Training		20		22		8		50
% Job Placements	78%		70%		88%		79%	
% Training Placements	22%		30%		12%		11%	
Type of Training Placements	20		22		8		50	
MDTA		8		7		3		18
Jr. College		4		1		0		5
Heavy Equipment		4		3		0		7

PLACEMENT DETAILS

Unemployed at Start of Training	Cycle I		Cycle II		Cycle III		Totals	
Total Placed	92		74		76		242	
In Jobs		72		52		68		192
In Training		20		22		8		50
% Job Placements	78%		70%		88%		79%	
% Training Placements	22%		30%		12%		11%	
Type of Training Placements	20		22		8		50	
MDTA		8		7		3		18
Jr. College		4		1		0		5
Heavy Equipment		4		3		0		7
Warehousemen		0		5		2		7
Other (1)		4		6		3		13
Status of Training Placements	20		22		8		50	
Graduated		3		8		1		12
Quit		12		10		4		26
Currently Enrolled (2)		5		4		3		12

(1) Includes return to high school, Adult Education, etc.

(2) As of July 1, 1969.

TABLE XIX

JOB RETENTION

Unemployed at Start of Training	Cycle I		Cycle II		Cycle III		Totals	
Total Placed	92		74		76		242	
Holding Jobs		57		42		60		159
Losing Jobs		35		32		16		83
% Holding Jobs	62%		56.7%		79%		65.7%	
% Losing Jobs	38%		43.3%		21%		34.3%	
Black								
Total Placed	45		26		37		108	
Holding Jobs		29		17		31		77
Losing Jobs		16		9		6		31
% Holding Jobs	64%		65%		84%		71%	
% Losing Jobs	36%		35%		16%		29%	
Anglo								
Total Placed	28		31		24		83	
Holding Jobs		16		18		18		52
Losing Jobs		12		13		6		31
% Holding Jobs	57%		58%		75%		63%	
% Losing Jobs	43%		42%		25%		37%	
Mexican American								
Total Placed	19		17		15		51	
Holding Jobs		12		7		11		30
Losing Jobs		7		10		4		21
% Holding Jobs	63%		41%		73%		59%	

% Holding Jobs	64%		65%		84%		71%	
% Losing Jobs	36%		35%		16%		29%	
Anglo								
Total Placed	28		31		24		83	
Holding Jobs		16		18		18		52
Losing Jobs		12		13		6		31
% Holding Jobs	57%		58%		75%		63%	
% Losing Jobs	43%		42%		25%		37%	
Mexican American								
Total Placed	19		17		15		51	
Holding Jobs		12		7		11		30
Losing Jobs		7		10		4		21
% Holding Jobs	63%		41%		73%		59%	
% Losing Jobs	37%		59%		27%		41%	
Male								
Total Placed	69		54		53		176	
Holding Jobs		41		28		40		109
Losing Jobs		28		26		13		67
% Holding Jobs	59%		52%		75%		62%	
% Losing Jobs	41%		48%		25%		38%	
Female								
Total Placed	23		20		23		66	
Holding Jobs		16		14		20		50
Losing Jobs		7		6		3		16
% Holding Jobs	70%		70%		87%		76%	
% Losing Jobs	30%		30%		13%		24%	

TABLE XX

JOB RETENTION

	No. of Months in Same Job (*)						Total No. in Same Job
	6 or more	5	4	3	2	1	
Cycle I	32	3	6	4	6	6	57
Cycle II	2	6	11	7	8	8	42
Cycle III	0	0	5	9	21	25	60
Totals	34	9	22	20	35	39	159

(*) No. of months on job decreases because graduation dates are more recent:

First cycle graduated on October 4, 1968.
Second cycle graduated on January 10, 1969.
Third cycle graduated on April 11, 1969.

TABLE XXI

JOB LOSSES

For Graduates Unemployed at Start of Training	Cycle I		Cycle II		Cycle III		Totals	
No. of Job Placements	144		95		91		330	
No. of Jobs Held	57		42		60		159	
No. of Job Losses	87		53		31		171	
Fires		26		19		11		56
Quits		61		34		20		115
Black								
No. of Job Placements	64		33		42		139	
No. of Jobs Held	29		17		31		77	
No. of Job Losses	35		16		11		62	
Anglo								
No. of Job Placements	50		42		35		127	
No. of Jobs Held	16		18		18		52	
No. of Job Losses	34		24		17		75	
Mexican-American								
No. of Job Placements	30		20		14		64	
No. of Jobs Held	12		7		11		30	
No. of Job Losses	18		13		3		34	
Male								
No. of Job Placements	111		70		65		246	
No. of Jobs Held	41		28		40		109	
No. of Job Losses	70		42		25		137	
Female								
No. of Job Placements	33		25		26		84	
No. of Jobs Held	16		14		20		50	
No. of Job Losses	17		11		6		34	

TABLE XXII

UPGRADING

Cycles	No. of Graduates Employed Prior to Training	No. of Graduates Upgraded in Salary or Position	No. of Graduates Changing to Better Jobs	No. of Graduates in Same Job With No Upgrading	Total Upgraded		Total No Chan	
					No.	%	No.	%
Cycle I	23	4	10	9	14	61%	9	39%
Cycle II	24	2	7	15	9	37.5%	15	62.5%
Cycle III	21	2	5	14	7	33.3%	14	66.6%
Totals	68	8	22	38	30	44%	38	56%

TABLE XXIII

UPGRADING DETAILS

For Graduates Employed Prior To Training	Weekly Salaries					
	Cycle I		Cycle II		Cycle III	
	From	To	From	To	From	To
Upgraded	$130.77	$141.50	$ 99.00	$108.80	$177.00	$200.00
	86.80	99.00	126.92	144.00	155.00	167.00
	86.80	99.00	–	–	–	–
	103.39	118.00	–	–	–	–
Changed Jobs	50.00	93.20	122.40	127.20	60.00	66.00
	80.00	92.50	130.00	140.00	107.60	99.00
	119.80	118.00	60.00	100.00	66.00	70.00
	86.54	126.25	66.00	126.80	118.80	90.00
	112.00	98.00	125.20	127.00	103.85	158.40
	110.80	140.00	60.00	68.00	–	–
	109.20	127.60	113.20	119.80	–	–
	112.00	116.80	–	–	–	–
	70.00	107.20	–	–	–	–
	134.80	127.00	–	–	–	–
Total Earnings Before Training	$1,392.90		$902.72		$788.25	
Total Earnings After Training		$1,604.05		$1,061.60		$850.40

TABLE XXIV

JOB PLACEMENT BY INDUSTRY

INDUSTRY	CYCLE	BLACK	WHITE	MEXICAN AMERICAN	MALE	FEMALE	TOTAL TRAINEE JOB PLACEMENTS (NUMBER)	TOTAL TRAINEE JOB PLACEMENTS (NUMBER)
Manufacturing Durable Goods	1	6	10	10	22	4	26	20%
	11	9	14	1	16	8	24	33%
	111	12	7	1	11	9	20	24%
Manufacturing NOn-Durable Goods	1	15	3	7	23	2	25	20%
	11	6	3	2	10	1	11	15%
	111	11	7	6	20	4	24	29%
Transportation and Public Utilities	1	4	3	—	6	1	7	6%
	11	3	1	3	7	—	7	10%
	111	1	1	1	3	—	3	4%
Wholesale Retail Trade	1	13	15	2	18	12	30	24%
	11	1	5	1	7	—	7	10%
	111	2	5	2	8	1	9	11%
Finance, Insurance, Real Estate	1	—	1	—	1	—	1	19%
	11	1	1	—	—	2	2	3%
	111	4	—	—	—	4	4	5%
Services	1	8	12	3	15	8	23	19%
	11	6	8	5	9	10	19	26%
	111	8	6	2	12	4	16	19%
Government	1	3	1	3	6	1	7	6%
	11	—	1	—	1	—	1	—
	111	—	1	—	1	—	1	1%
Contract Construction	1	4	—	1	5	—	5	4%
	11	1	1	—	2	—	2	3%
	111	2	3	1	6	—	6	7%

TABLE XXV

JOB PLACEMENT BY OCCUPATION

OCCUPATION	CYCLE	B	W	M-A	MALE	FEMALE	TOTAL TRAINEE JOB PLACEMENT (NUMBER)	TOTAL TRAINEE JOB PLACEMENT (PERCENTAGE)
White Collar Professional and Technical	1	1	–	–	–	1	1	1%
	11	1	1	–	2	–	2	3%
	111	4	–	–	1	3	4	5%
Managers, Officials and Proprietors	1	–	–	–	–	–	–	–
	11	–	–	–	–	–	–	–
	111	–	–	–	–	–	–	–
Clerical Workers	1	3	–	–	–	3	3	2%
	11	2	5	1	2	6	8	11%
	111	–	1	–	–	1	1	1%
Sales Workers	1	11	5	2	7	11	18	15%
	11	1	1	–	2	–	2	3%
	111	1	–	–	–	1	1	1%
Blue Collar Craftsman and Foreman	1	1	–	–	1	–	1	1%
	11	–	1	–	1	–	1	–
	111	–	–	–	–	–	–	–
Operatives	1	5	6	4	13	2	15	12%
	11	6	7	–	9	4	13	18%
	111	12	9	1	14	8	22	27%
Non-Farm Laborers	1	22	13	14	45	4	49	39%
	11	14	16	7	33	4	37	51%
	111	17	13	9	36	3	39	47%
Service Workers	1	10	21	6	30	7	37	29%
	11	3	3	4	3	7	10	14%
	111	6	7	3	11	5	16	19%
Farm Workers	1	–	–	–	–	–	–	–
	11	–	–	–	–	–	–	–
	111	–	–	–	–	–	–	–

TABLE XXVI
JOB PLACEMENT BY WAGES

SALARY	CYCLE	B	W	M-A	MALE	FEMALE	TOTAL TRAINEE JOB PLACEMENTS (NUMBER)	TOTAL TRAINEE JOB PLACEMENTS (PERCENTAGE)
Under $1.65/hr	1	1	2	–	3	–	3	3%
	11	3	3	2	3	5	8	11%
	111	–	–	–	–	–		–
$1.65 to 2.00/hr	1	19	18	8	29	16	45	36%
	11	1	4	4	5	4	9	12%
	111	13	10	2	12	13	25	30%
$2.01 to 2.25/hr	1	1	4	–	3	2	5	4%
	11	2	3	1	3	3	6	8%
	111	1	–	1	1	1	2	3%
$2.26 to 2.50/hr	1	4	3	3	6	4	10	8%
	11	1	2	–	3	–	3	4%
	111	3	2	1	6	–	6	7%
$2.51 to 2.75/hr	1	1	2	2	4	1	5	4%
	11	3	6	1	10	–	10	14%
	111	4	2	2	7	1	8	10%
$2.76 to 3.00/hr	1	12	5	5	21	1	22	18%
	11	9	7	3	16	3	19	26%
	111	9	5	4	17	1	18	22%
$3.01 to 3.25/hr	1	9	6	6	17	4	21	17%
	11	8	8	1	11	6	17	24%
	111	5	4	1	5	5	10	12%
$3.26 to 3.50/hr	1	2	1	–	3	–	3	2%
	11	–	–	–	–	–	–	–
	111	3	2	2	7	–	7	9%
$3.51 to 3.75/hr	1	–	3	2	5	–	5	4%
	11	–	1	–	1	–	1	1%
	111	1	–	–	1	–	1	–
$3.76 to 4.00/hr	1	–	1	–	1	–	1	1%
	11	–	–	–	–	–	–	–
	111	–	–	–	–	–	–	–
Over $4.00/hr	1	4	–	–	4	–	4	3%
	11	–	–	–	–	–	–	–
	111	1	5	–	6	–	6	7%

TABLE XXVII

JOB PLACEMENT BY WAGES

CYCLE I

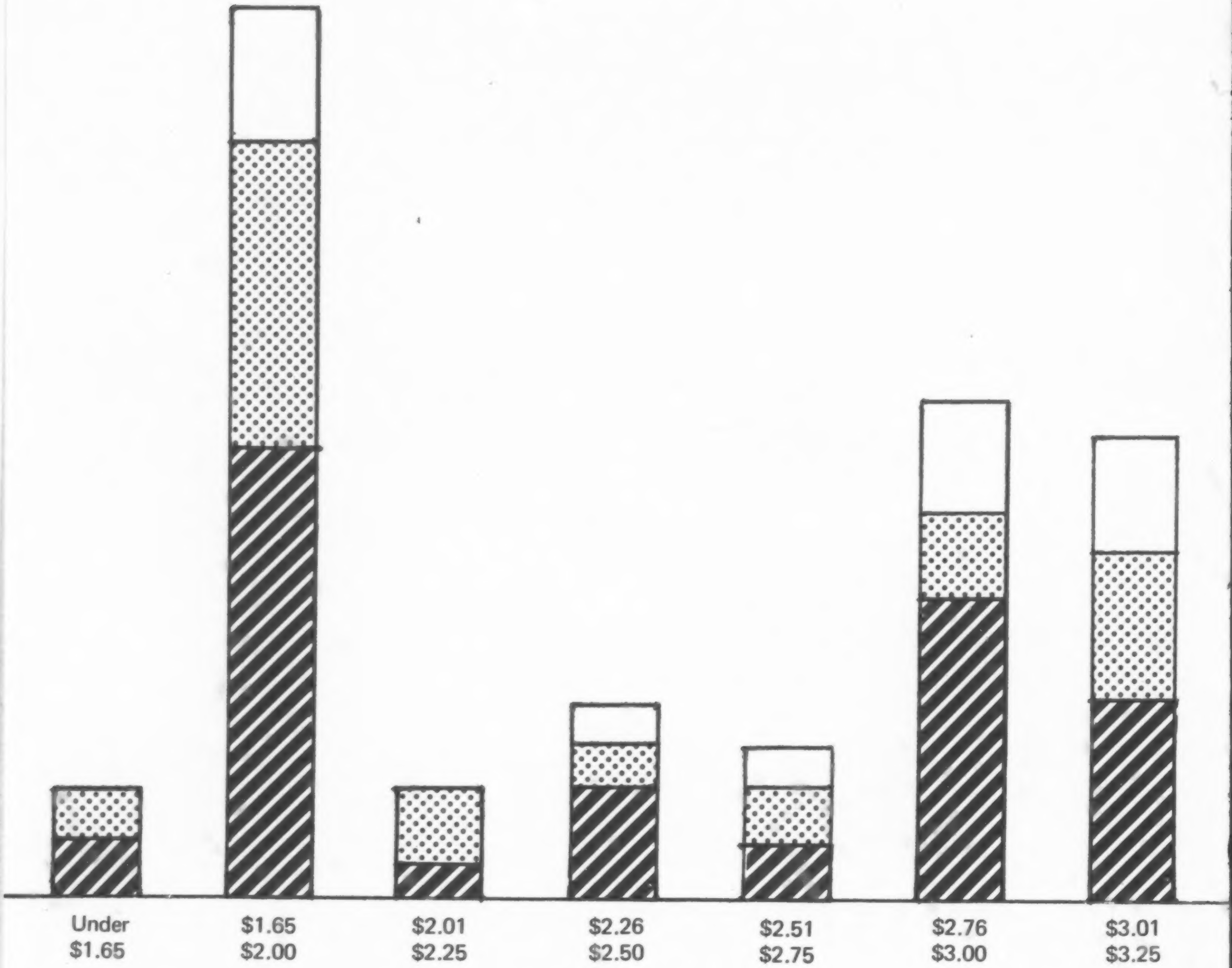

TABLE XXVII

JOB PLACEMENT BY WAGES

CYCLE I

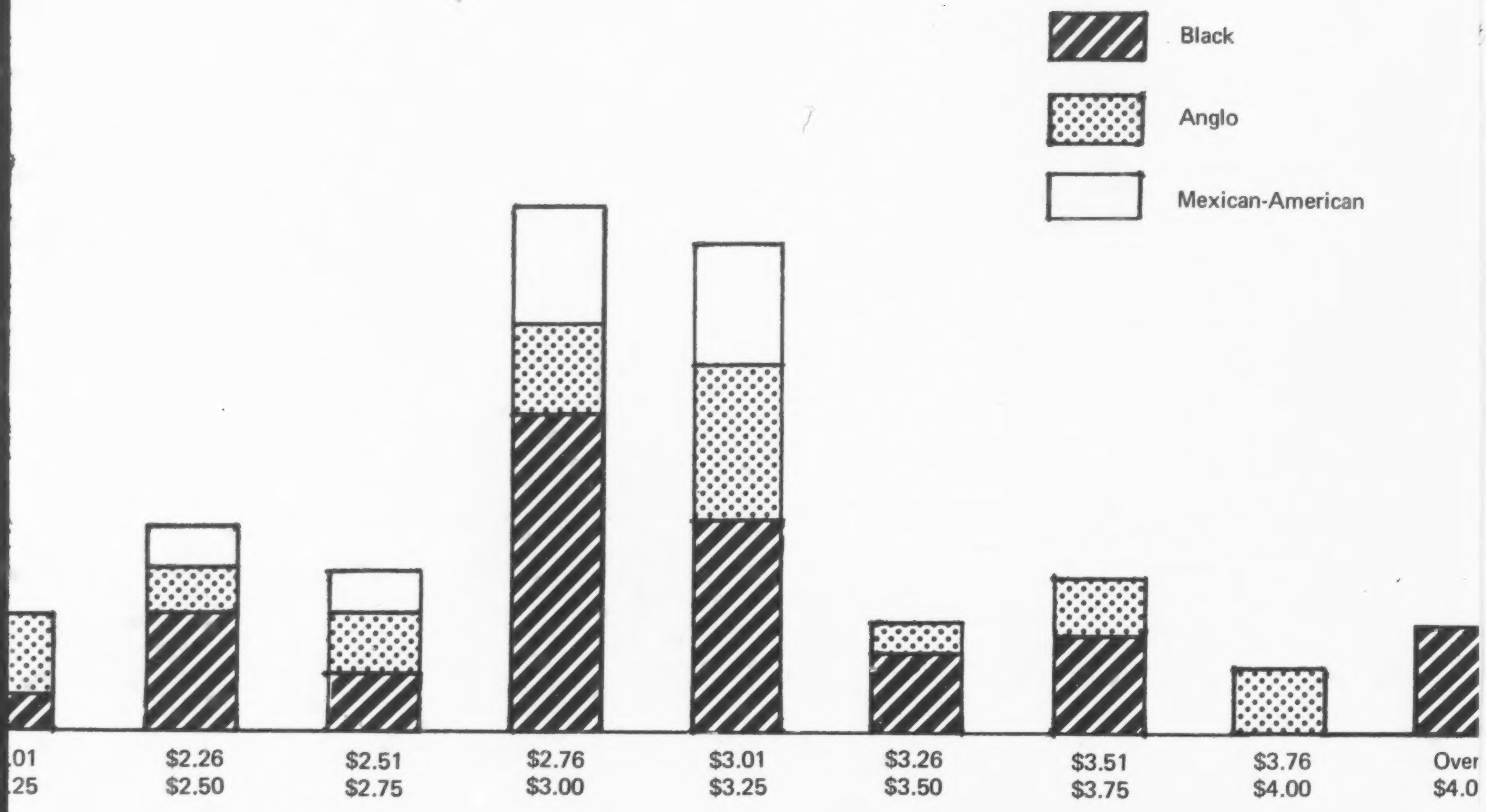

TABLE XXVIII

JOB PLACEMENT BY WAGES

CYCLE II

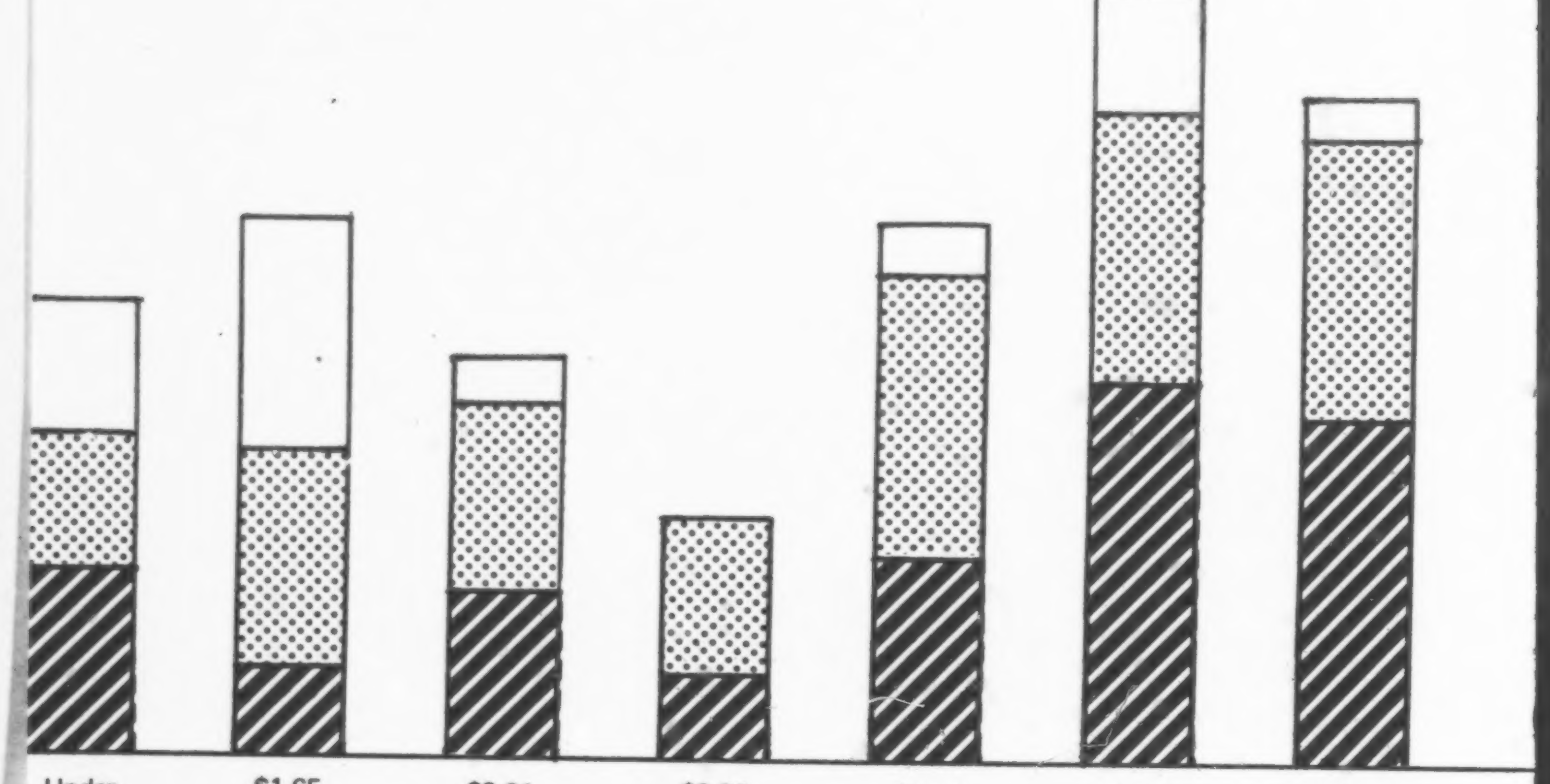

TABLE XXVIII

JOB PLACEMENT BY WAGES

CYCLE II

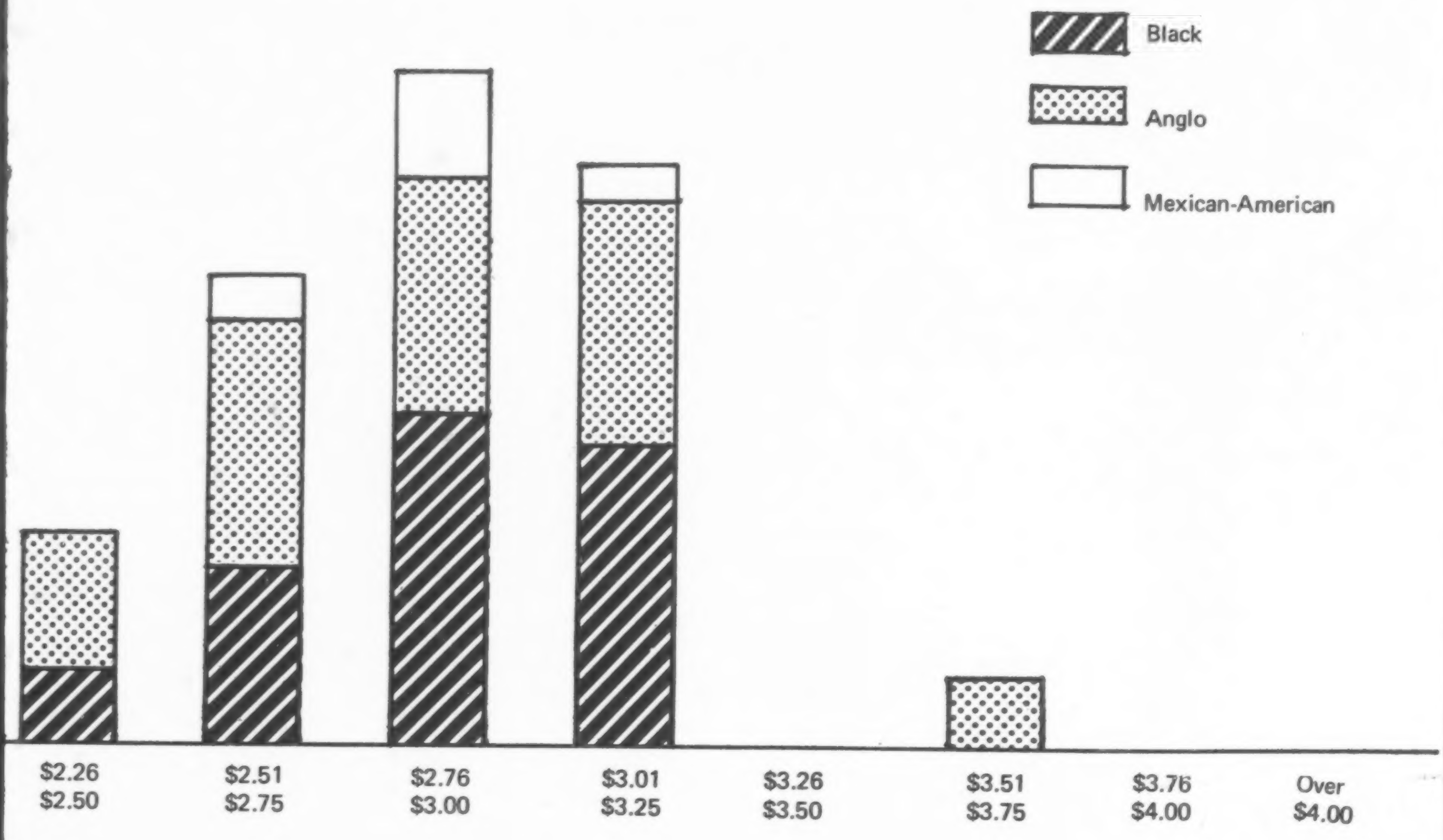

TABLE XXIX

JOB PLACEMENT BY WAGES

CYCLE III

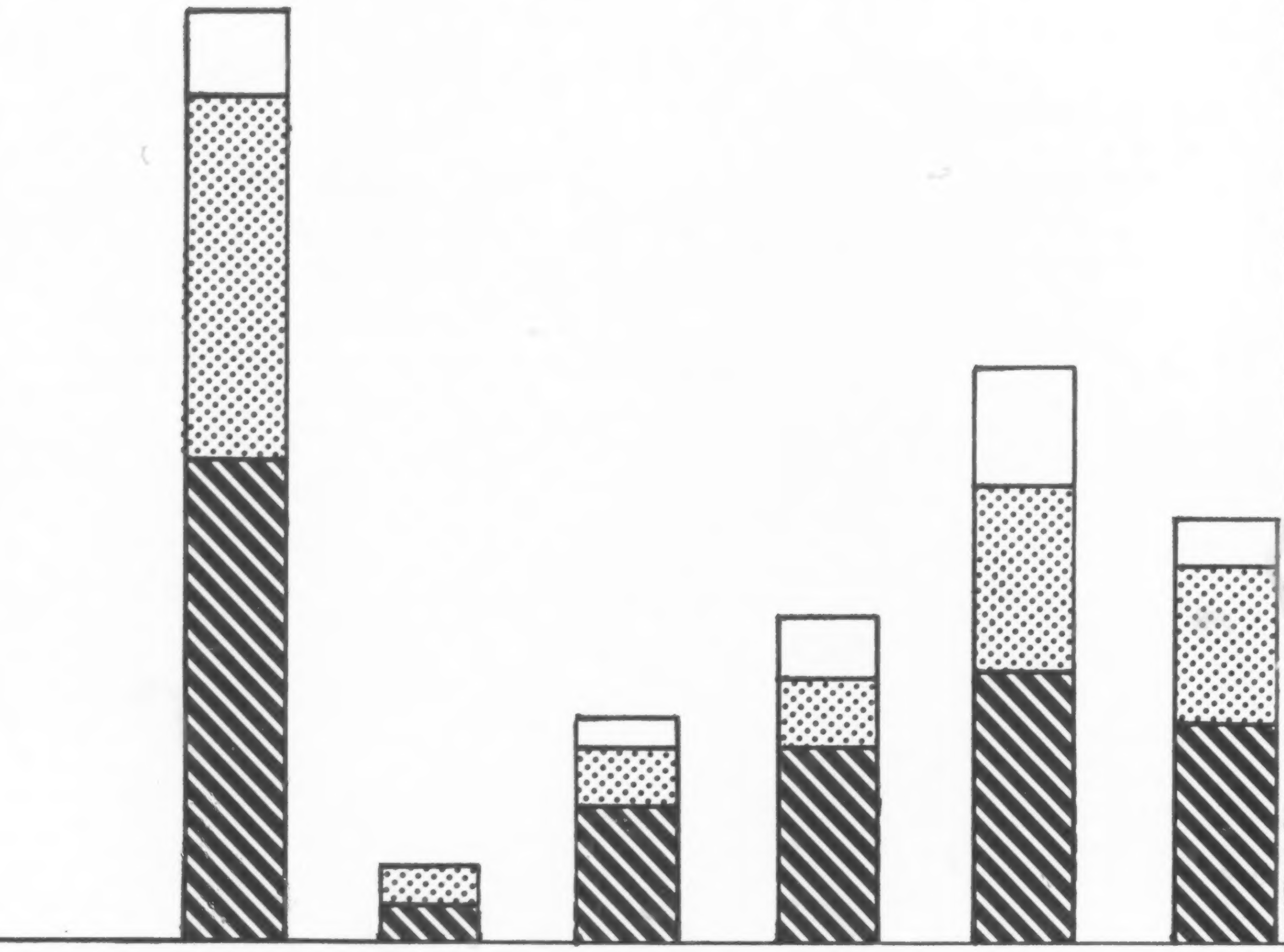

TABLE XXIX

JOB PLACEMENT BY WAGES

CYCLE III

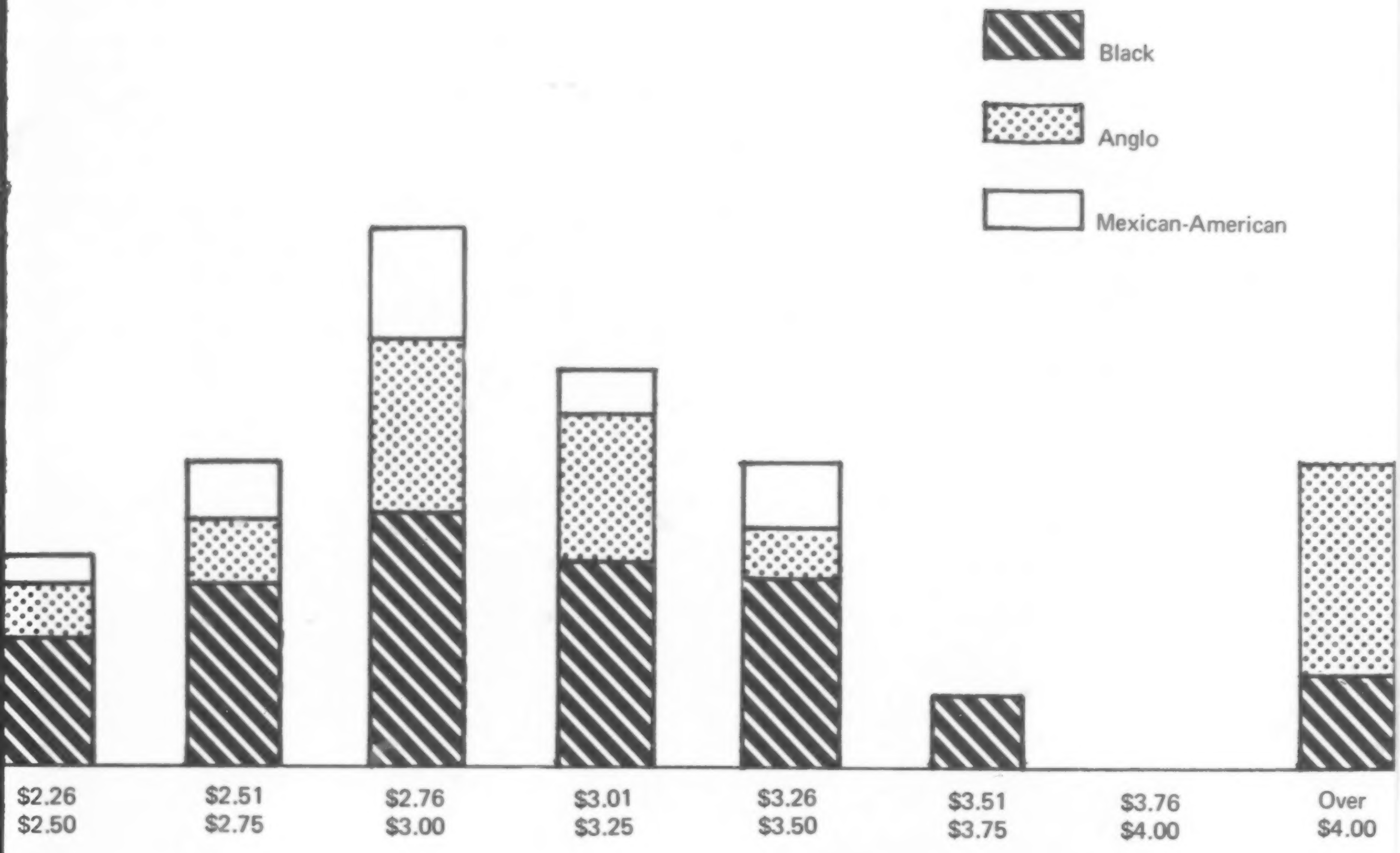

TABLE XXX

EDUCATIONAL IMPROVEMENT (1)

NO. GRADUATES IMPROVING	CYCLE I		CYCLE III	
	Verbal	Numeric	Verbal	Numeric
LESS THAN 1 GRADE LEVEL	35	23	41	28
1-1.9 GRADE LEVELS	28	25	36	36
2-2.9 GRADE LEVELS	8	20	7	17
3-3.9 GRADE LEVELS	3	33	3	6
4-4.9 GRADE LEVELS	0	2	2	1
5 AND OVER	0	1	0	1
NOT TESTED	49	49	32	32

(1) Stanford Achievement Tests, Intermediate II, Partial Battery, Forms W, X and Y.

TABLE XXX

EDUCATIONAL IMPROVEMENT (1)

					ALL CYCLES	
	CYCLE III		CYCLE III		Verbal	Numeric
Numeric	Verbal	Numeric	Verbal	Numeric	CY	
23	41	28	38	29	114	80
25	36	36	29	22	93	83
20	7	17	21	15	36	52
33	3	6	1	10	7	19
2	2	1	0	3	2	6
1	0	1	0	0	0	2
49	32	32	27	27	108	108

Partial

TABLE XXXI

EDUCATIONAL IMPROVEMENT

	AVERAGE PRE-ENROLLMENT GRADE LEVEL			AVERAGE POST-ENROLLMEN GRADE LEVEL		
STANFORD ACHIEVEMENT TEST (1)	GRADE LEVEL CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 1	CYCLE 2	CYCLE 3
WORD MEANING WORD MEANING	6.8	6.9	6.5	7.4	8.1	8.3
PARAGRAPH MEANING	6.2	6.6	6.2	7.1	7.9	7.2
ARITHMETIC COMPUTATION	5.6	5.8	5.9	7.0	7.4	7.4
ARITHMETIC APPLICATIONS	6.7	73	7.0	7.2	8.4	8.6
AVERAGE ALL SCORES	6.3	6.7	6.4	7.2	8.0	7.9

(1) Stanford Achievement Tests, Intermediate II, Partial Battery, Forms W, X and Y.

TABLE XXXI

EDUCATIONAL IMPROVEMENT

AVERAGE PRE-ENROLLMENT GRADE LEVEL			AVERAGE POST-ENROLLMENT GRADE LEVEL			= AVERAGE CHANGE IN GRADE LEVEL		
GRADE LEVEL								
CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 1	CYCLE 2	CYCLE 3
6.8	6.9	6.5	7.4	8.1	8.3	.6	1.2	1.8
6.2	6.6	6.2	7.1	7.9	7.2	.9	1.3	1.0
5.6	5.8	5.9	7.0	7.4	7.4	1.4	1.6	1.5
6.7	73	7.0	7.2	8.4	8.6	.5	1.1	1.6
6.3	6.7	6.4	7.2	8.0	7.9	.9	1.3	1.3

ntermediate II, Partial Battery, Forms W, X and Y.

APPENDIX

United States R&D Corp. Personnel
Responsible for IMC Success
First Year

Lewis Alvernon
George Anderson
Barbara Arnold
Larry Barnett
Charles Bell
Annette Blanton
Jack Bregman
Norman Brown
Sharon Butler
Henry Collins
Jill Diskan
Marty Dubler

Richard Evans
Judith Fensterer
Audrey Flemings
Theresa Garduno
Morris Grant
Richard Grossman
Charles Guy
Cynthia Hill
Timothy Hogen
Evelyn Hunziker
Matt Jackson
Otistine Jones

Vivian Jones
Dona Krul
Janet Lane
Adoree Larsen
Carolyn Laster
Josse Lea
Harry Levine
Pamela Levy
Magdalena Lopez
Victor Madrid
Diana McDonald
Helen McFarland

INDUSTRIAL ADVISORY BOARD

AXSMITH, William	Personnel Manager Crown Zellerbach Corp. Antioch	757-0550
BAILEY, C. James	Assistant Vice President Bank of America Oakland	273-5727
BASS, Don.	Personnel Manager duPont DeNemours E.I. & Co. Antioch	
BATCHELOR, Rex C.	Manager Calif. State Employment Dept. Pittsburg	
CARLSON, E.A.	Chief of Police City of Antioch Antioch	757-2222
CHRISTENSEN, John R.	Principal Evening High School Pittsburg	439-9124
CURRY, Lloyd D.	Assistant Director Neighborhood Youth Corps Pleasant Hill	228-3000 X-391

EHLER, W.P

FANCEY, Le

FLYNN, Clar

GREENE, Jo

HARDING, Ja

KESSARIS, E

APPENDIX

United States R&D Corp. Personnel
Responsible for IMC Success
First Year

Evans
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Grossman
Guy
Hill
Hogen
Hunziker
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Jones

Vivian Jones
Dona Krul
Janet Lane
Adoree Larsen
Carolyn Laster
Josse Lea
Harry Levine
Pamela Levy
Magdalena Lopez
Victor Madrid
Diana McDonald
Helen McFarland

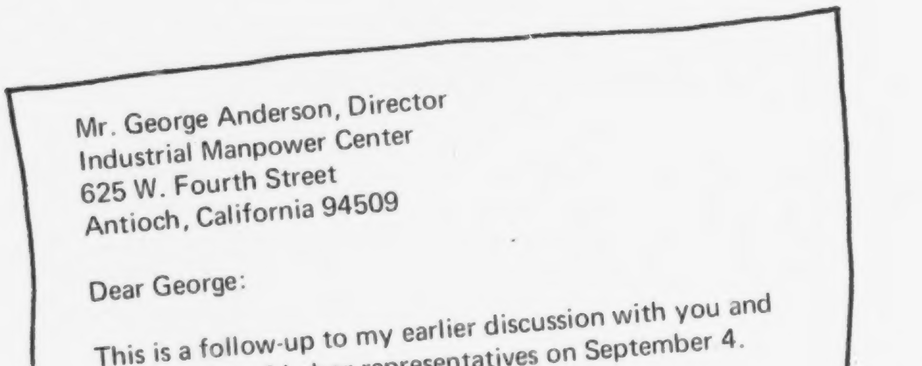
Bernice McNamara
Walter Moon
Ronald Oler
Carol Pack
Cliff Rasmussen
Nancy Ratliff
Savannah Richardson
Ruby Robinson
Diana Robles
Theresa Robles

Delphia Rowland
Janet Smithline
Syd Smithline
Adeline Tafoya
Delbert Taliafero
Nancy Tibbels
Patricia Walton
Lonnie Ward
V. J. Whipple
Sam Williamson
Alfred Wright

INDUSTRIAL ADVISORY BOARD

l Manager ellerbach Corp.	757-0550
Vice President America	273-5727
l Manager DeNemours E.I. & Co.	
ate Employment Dept. g	
Police ntioch	757-2222
High School	439-9124
Director hood Youth Corps Hill	228-3000 X-391

EHLER, W.P.	Personnel Supervisor Shell Chemical Co. Pittsburg	458-3222
FANCEY, Leo S.	City Manager City of Antioch Antioch	757-3333
FLYNN, Clarence	Chief of Police City of Pittsburg Pittsburg	432-6464
GREENE, John B.	Housing Authority of Contra Costa Country Pittsburg	432-3523
HARDING, Jack	Director of Personnel Fibreboard Corporation Antioch	757-4000
KESSARIS, Elizabeth	District Supervisor Social Services Department Pittsburg	439-8282



Mr. George Anderson, Director
Industrial Manpower Center
625 W. Fourth Street
Antioch, California 94509

Dear George:

This is a follow-up to my earlier discussion with you and Department of Labor representatives on September 4.

As I indicated at that time, I sincerely believe that the location of your center here in Antioch serves the purpose of exposing different racial groups of our society to each other. It is evident Antioch is primarily comprised of all white people and your center assists in our people coming into contact with minority groups, primarily blacks. This useful purpose is separate from the useful training that is carried on within the center.

Initially there were some misgivings about the reaction of our citizens to the center's location, but I think that has been answered. I do hope that the center will continue to function and be located here in Antioch.

Very truly yours,

LEO S. FANCEY
City Manager

LSF:mv

INDUSTRIAL MANPOWER CENTER

PITTSBURG, CALIFORNIA

The Pittsburg Industrial Manpower Center is a national demonstration project of pre-vocational job training, sponsored by the United States Department of Labor and administered by the United States Research and Development Corporation of New York City.

United States R & D Corporation is a management firm which specializes in designing and conducting programs in the public sector, bridging the gap between government and private industry.

The purpose of the Pittsburg Industrial Manpower Center is to prepare unemployed hardcore poor for full time, stable employment in industry and employed persons for on-the-job advancement. The curriculum is designed to upgrade trainees in Basic Education and to build good work attitudes through small group discussions in Human Resource Development.

The Basic Education program uses the MIND (Methods of Intellectual Development) system. It is conducted with the use of individual tape recorders and a series of pre-recorded tapes which are supplemented by basic workbooks.

Classes in mathematics, reading, vocabulary and writing skills are held four hours per day, five days per week for unemployed people and two hours per night for people who are working While a monitor is always present in the classroom, she is not a traditional teacher. Trainees work as a group, teaching themselves and each other, each moving at his own pace which quickly gains momentum as the group develops. The atmosphere in the classroom is relaxed and informal, eliminating feelings of fear and competition usually present in traditional school situations.

The Human Resource Development program, meeting for two hours per day, consists of a series of small group discussions conducted by a Group Leader. The curriculum is designed to equip trainees with those skills necessary to seek, gain and maintain a job. Topics include communication skills; employer-employee relations; consumer education; medical self-help, and money management.

Video tape and other industrial training techniques are frequently used in teaching communication skills, job interviewing and personal demeanor. Trainees visit local plants, and employmers visit the Center to discuss work relationships from the management point of view.

In all aspects of the program, trainees are encouraged to examine their own ideas, feelings and attitudes, thereby learning skills which they can use in the future to resolve problems more effectively.

At the end of the ten-week training period, the graduate who was unemployed is prepared for an entry-level job in industry. The underemployed graduate is now equipped to enter the lines of progression within his plant. The Center assists the unemployed graduate in finding a job and maintains a counseling relationship with all graduates for at least six months.

DC

Unless you want a job c

The trainees of t
Manpower Center are r

Why? Because the I
how to get jobs; how to
job interview; and by te

IMC trainees also
vocabulary knowledge.

IMC trainees learn h
use credit wisely, how t
plus other things that ar

If interested, sign up
28th, 1968.

Call 754-0205

Visit the

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or

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Columbia C

'MANPOWER CENTER

'G, CALIFORNIA

er Center is a national demonstration project
sored by the United States Department of
United States Research and Development

n is a management firm which specializes in
s in the public sector, bridging the gap
ustry.
Industrial Manpower Center is to prepare
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which are supplemented by basic workbooks.
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by learning skills which they can use in the
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k training period, the graduate who was
ry-level job in industry. The underemployed
the lines of progression within his plant. The
raduate in finding a job and maintains a
luates for at least six months.

DON'T READ THIS. . .

Unless you want a job or want to move into a better job.

The trainees of the first graduating class of the Industrial Manpower Center are now seeking employment – and getting jobs!

Why? Because the IMC prepares its trainees for jobs by teaching how to get jobs; how to fill out job applications; how to go through a job interview; and by teaching how to keep a job.

IMC trainees also increase their math, spelling, reading and vocabulary knowledge.

IMC trainees learn how to get the most for their money – how to use credit wisely, how to follow a budget, how to find a good buy, plus other things that are useful and save you money.

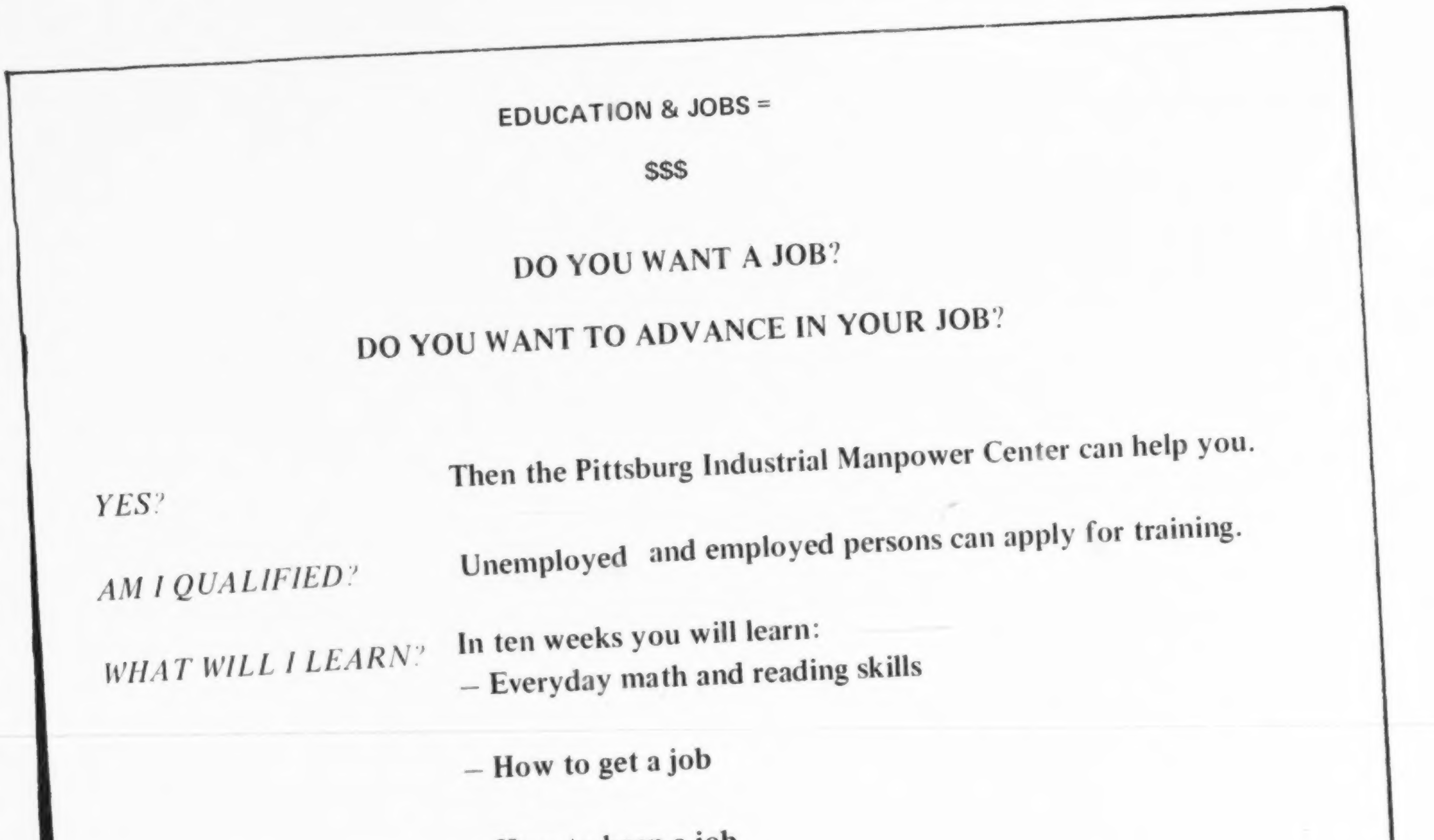
If interested, sign up now for the next class which begins October 28th, 1968.

Call 754-0205

Visit the

Industrial Manpower Center
Fourth and "H" Streets – Antioch, California 94509
or

CONCERTED SERVICES
Columbia Circle, Pittsburg, California 94565



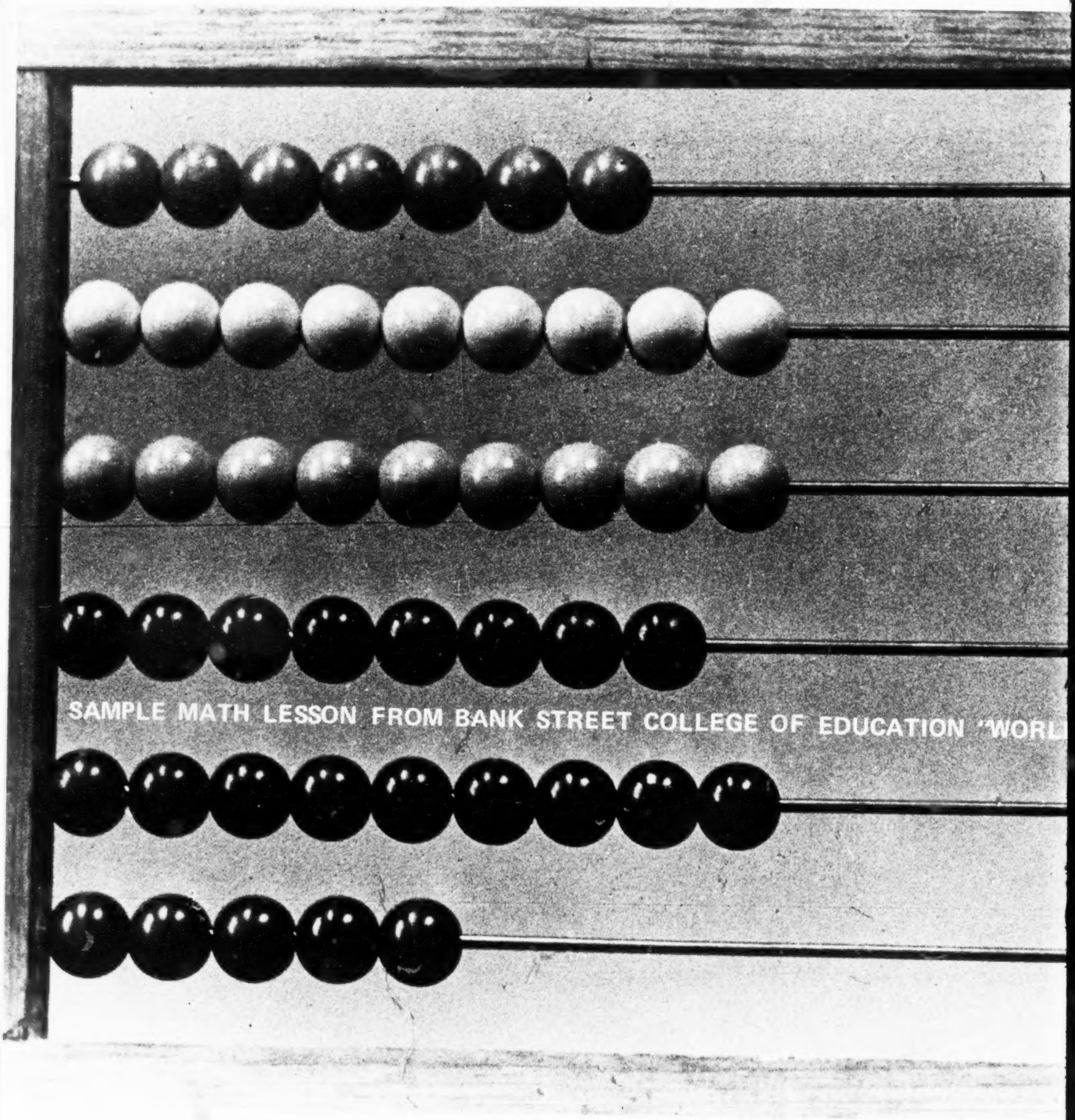
EDUCATION & JOBS =

$$$

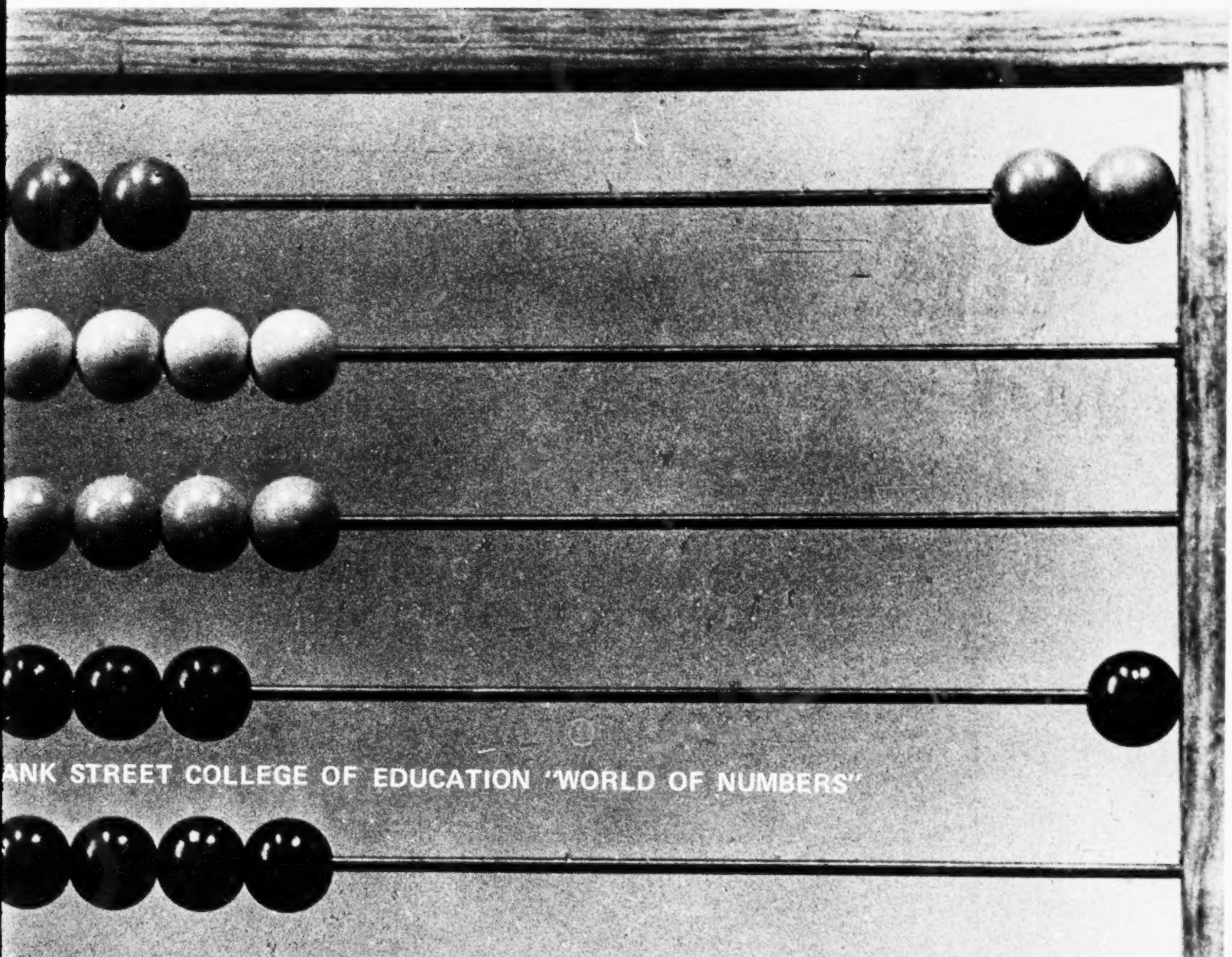
DO YOU WANT A JOB?

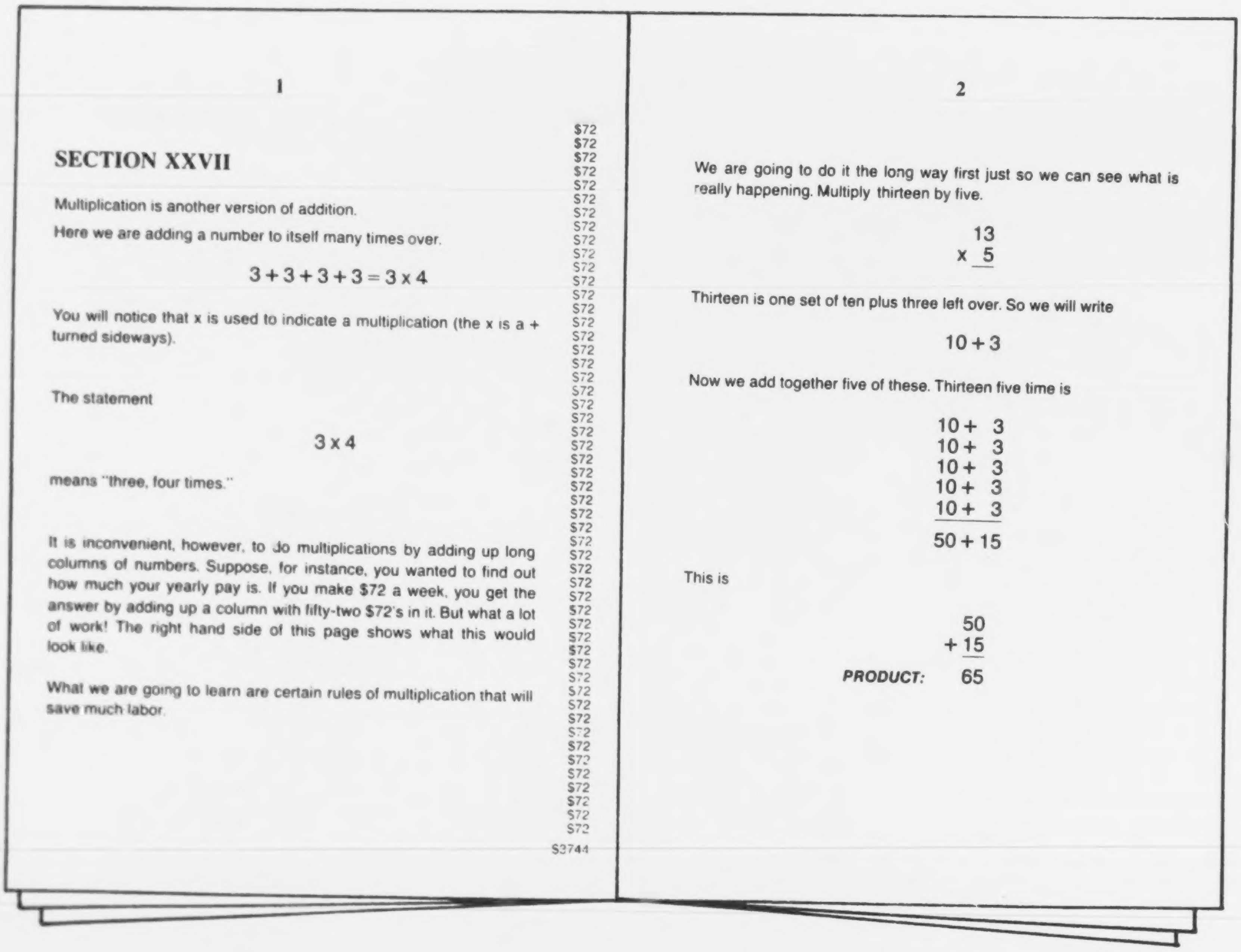
DO YOU WANT TO ADVANCE IN YOUR JOB?

YES?	Then the Pittsburg Industrial Manpower Center can help you.
AM I QUALIFIED?	Unemployed and employed persons can apply for training.
WHAT WILL I LEARN?	In ten weeks you will learn: – Everyday math and reading skills – How to get a job – How to keep a job –How to manage money –How to sell your talents to an employer
WHERE TO APPLY?	Pittsburg Industrial Manpower Center at Concerted Services Project, Columbia Circle in Pittsburg.
WHEN?	Apply NOW between 9:00 a.m. and 9:00 p.m., Mon. *through* Fri. and from 9:00 a.m. to 5:00 p.m., Sat.
QUESTIONS?	Come to the Industrial Manpower Center or telephone 439–1051



SAMPLE MATH LESSON FROM BANK STREET COLLEGE OF EDUCATION "WORL


ANK STREET COLLEGE OF EDUCATION "WORLD OF NUMBERS"



1

SECTION XXVII

Multiplication is another version of addition.

Here we are adding a number to itself many times over.

$$3 + 3 + 3 + 3 = 3 \times 4$$

You will notice that x is used to indicate a multiplication (the x is a + turned sideways).

The statement

$$3 \times 4$$

means "three, four times."

It is inconvenient, however, to do multiplications by adding up long columns of numbers. Suppose, for instance, you wanted to find out how much your yearly pay is. If you make $72 a week, you get the answer by adding up a column with fifty-two $72's in it. But what a lot of work! The right hand side of this page shows what this would look like.

What we are going to learn are certain rules of multiplication that will save much labor.

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$3744

2

We are going to do it the long way first just so we can see what is really happening. Multiply thirteen by five.

$$\begin{array}{r} 13 \\ \times\ \underline{5} \end{array}$$

Thirteen is one set of ten plus three left over. So we will write

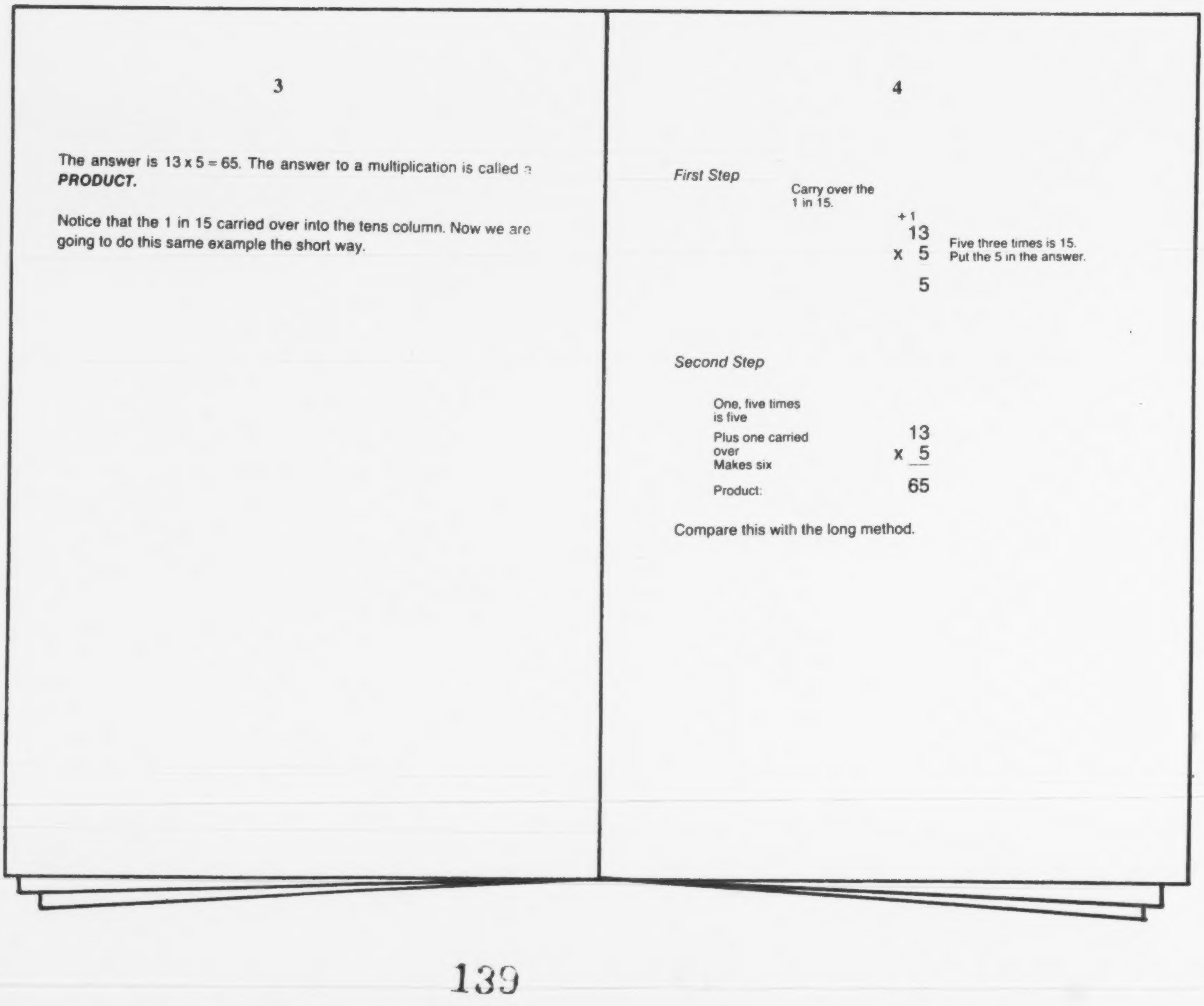
$$10 + 3$$

Now we add together five of these. Thirteen five time is

$$\begin{array}{r} 10 + 3 \\ 10 + 3 \\ 10 + 3 \\ 10 + 3 \\ 10 + 3 \\ \hline 50 + 15 \end{array}$$

This is

$$\begin{array}{rr} & 50 \\ & + \underline{15} \\ \textbf{\textit{PRODUCT:}} & 65 \end{array}$$



3

The answer is 13 x 5 = 65. The answer to a multiplication is called a **PRODUCT.**

Notice that the 1 in 15 carried over into the tens column. Now we are going to do this same example the short way.

4

First Step

Carry over the 1 in 15.

$$\begin{array}{r} {}^{+1} \\ 13 \\ \times\ 5 \\ \hline 5 \end{array}$$

Five three times is 15. Put the 5 in the answer.

Second Step

One, five times is five

Plus one carried over Makes six

$$\begin{array}{r} 13 \\ \times\ 5 \\ \hline 65 \end{array}$$

Product: 65

Compare this with the long method.

5

Another example

$$\begin{array}{r} 21 \\ \times\ \underline{\ \ 7} \end{array}$$

Twenty-one is 2 sets of ten plus one, or

$$20 + 1$$

Add up seven of these

$$\begin{array}{r} 20 + 1 \\ 20 + 1 \\ 20 + 1 \\ 20 + 1 \\ 20 + 1 \\ 20 + 1 \\ \underline{20 + 1} \\ 140 + 7 \end{array}$$

and

$$\begin{array}{rr} & 140 \\ & +\ \underline{\ \ \ 7} \\ \text{Product:} & 147 \end{array}$$

6

Doing this the short way

First Step

With nothing to carry

$$\begin{array}{r} {\scriptstyle +0} \\ 21 \\ \times\ \underline{\ \ 7} \\ 7 \end{array}$$

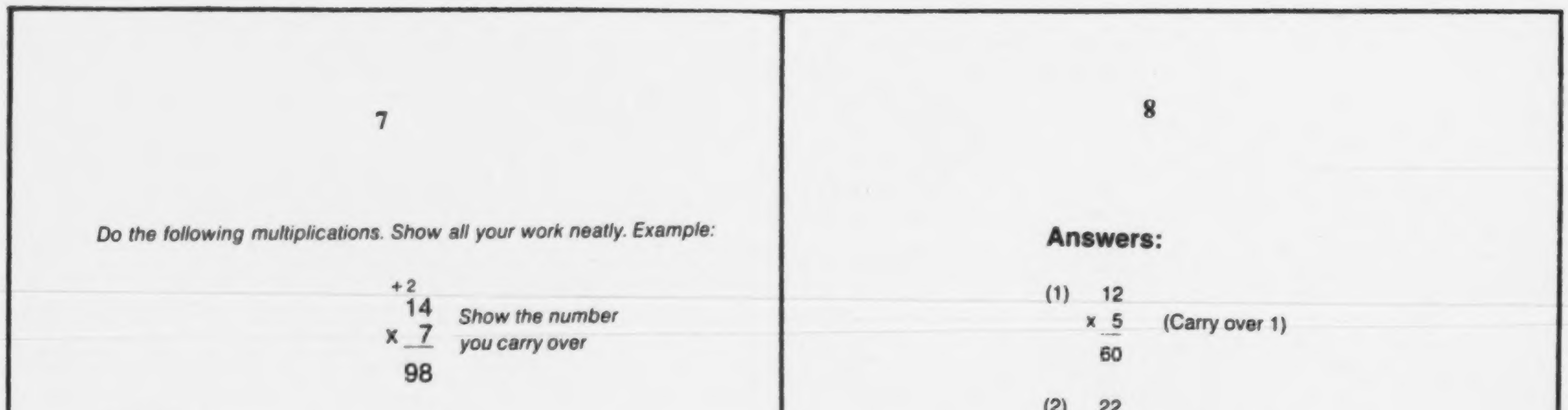
One, seven times is seven.

Second Step

Two, seven times is fourteen

Nothing to carry is fourteen

$$\begin{array}{r} {\scriptstyle +0} \\ 21 \\ \times\ \underline{\ \ 7} \\ 147 \end{array}$$



7

Do the following multiplications. Show all your work neatly. Example:

$$\begin{array}{r} {}^{+2} \\ 14 \\ \times\ \underline{7} \\ 98 \end{array}$$

Show the number you carry over

(1) 12 x 5 =
(2) 22 x 5 =
(3) 18 x 3 =
(4) 7 x 15 =
(5) 3 x 25 =

8

Answers:

(1) $\begin{array}{r} 12 \\ \times\ \underline{5} \\ 60 \end{array}$ (Carry over 1)

(2) $\begin{array}{r} 22 \\ \times\ \underline{5} \\ 110 \end{array}$ (Carry over 1)

(3) $\begin{array}{r} 18 \\ \times\ \underline{3} \\ 54 \end{array}$ (Carry over 2)

(4) $\begin{array}{r} 15 \\ \times\ \underline{7} \\ 105 \end{array}$ (Carry over 2)

(5) $\begin{array}{r} 25 \\ \times\ \underline{3} \\ 75 \end{array}$ (Carry over 1)